THE USE OF PICTURE SERIES TO IMPROVE STUDENTS’ ABILITY IN
WRITING RECOUNT TEXTS

(A Classroom Action Research on the Eight Grade of SMP N 3 Kartasura in
2009/2010 Academic Year)

A THESIS
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CHAPTER I
INTRODUCTION

A. Background of the Study

Writing is as a means of communication. Writing involves transferring a message from our thoughts using language in the written form and it is a communicative competence. According to Brown (1994: 227), communicative competence is relative, not absolute, and depends on the cooperation of all the participants. Communicative competence enables one to convey and interpret messages and to negotiate meanings interpersonally within specific context. In addition, Canale and Swain (in Brown, 1994: 227) state that communicative competence consists of grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. The grammatical competence and discourse competence reflect the use of linguistic system itself. The sociolinguistic competence and strategic competence reflect the functional aspects of communication. By acquiring communicative competence, the students are expected to have knowledge of grammar and vocabulary of the language; to have knowledge of rules of writing and to be able to apply it in real communication appropriately.

Writing is a productive skill. It is very useful for students because it can convey their message through their minds in the written form. It is placed on the last stage among the four skills. Writing is the production of the written word in the form of text and it must be read and comprehended in order to communicate to take place.
In other words, in writing, a writer communicates his/her ideas by considering a known or unknown reader who will get their ideas and their meanings in the form of correct written text. To write well, people must have good writing capabilities too. Moreover, someone who wants to write essay or story must know in writing process and the aspects of writing skills. The people must be able to organize the idea, to construct sentences, to use the spelling and punctuation well. Besides, they must be able to arrange their writings into cohesive and coherent paragraphs and texts.

According to Scott and Ytreberg (1998: 69), writing is a good thing. Even if there are difficulties in writing in the foreign language, it is still useful, essential, integral and enjoyable part of the foreign language lesson. Writing can add another physical dimension to the learning process; it lets pupils express their personalities; it helps to consolidate learning in the other skill areas; it allows for conscious development of language; and it is valuable in itself.

Writing is not a natural skill because one can’t acquire this ability automatically and easily. Writing skill differs from others skill like speaking and listening. The two other skills can be gained through natural processes. Since one was born, he has got considerable experiences of listening and speaking. In writing, he must recognize and understand new symbols. It is in schools that he gets knowledge of new symbols in the written form when beginning to understand the significance of letter on paper. Writing is therefore a sophisticated skill combining a numbers of different elements that must be grammatically connected.
Writing is considered the most difficult to be learned and mastered because it involves some language components (spelling, language use, vocabulary, and punctuation). Writing requires the rules of English grammar and mechanics such as the correct use of verbs and pronouns, as well as commas and other marks of punctuation and it also involves many aspects such as paragraph development, organization of content and it demands standard form of grammar, syntax, and vocabulary. In writing, the relationships between sentences operate at several levels. There needs to be thematic unity; there need also to be a logical progression, often made clear by the use of conjunctions which express on the surface an underlying logic in the propositions of the text; there needs also to be grammatical linkage between sentences (Harris, 1993: 6).

According to Hadfield (2004: v), there are some difficulties related to the writing. Firstly, there is psychological difficulty in which the writer has to decide what the information the reader needs and how best to express this. Secondly, there is linguistic difficulty in that the language used in written language is different from that used in speech. Thirdly, there is cognitive difficulty in which that the students have to organize their thought on paper. That is why writing is regarded as the most difficult language skill to learn for a language learner.

The students of class VIII-E SMP N 3 Kartasura also faced some problems above. Based on the observation conducted, it was found that the students’ ability in writing recount texts was still far from what was expected. From the result of the students’ writing, the average score of the students was 52.65. This score was computed from the average score of the element of writing. The first element
depends on the content that was 16.66. The average score of organization was 10.76 and followed by the average of vocabulary, 10.51. The last two elements of writing were grammar and mechanic which had the average score 11.13 and 3.57. From the writing score, there were only 3 students who got writing score above 67.5. It means they could fulfil the passing grade of writing skill in English lesson. While the others 32 students got score under 67.5. It means that they still failed to write English well. The scores of the students showed that the worst element of writing is on content. Then, it was followed by grammar, vocabulary, organization, and mechanic. Most of their writing consists of ungrammatical sentences; their ideas moved away from focus and sometimes did not have any supporting details. They also had incorrect spelling and punctuation errors. It could be concluded that they still could not write English well.

These evidences were also supported by the result of interview. The interview was conducted to know the students’ perception toward writing skill. When the students were asked about writing, most of them reacted that writing is difficult. It could be seen from quotations of the following result of interview:

- “Nulisnya sulit, mas. Tulisannya jelek og.” (A.3)
- “Nulisnya itu dalam terjemahannya bahasa Indonesia ke bahasa Inggris gitu. Kosakatanya juga lumayan susah.” (A.7)
- “Ya, pokoknya menulis itu sulit. Menulis itu agak-agak gimana gitu.” (A.18)
- “Kosakatanya belum terlalu bisa. Pengembangan paragrafnya sulit” (A.29)
- “Gak bisa nulis og. Kosakatanya kurang.” (A.30)

It means that students still regarded writing as a difficult skill. Most of them found difficulties in developing paragraph and finding appropriate vocabulary. Some of
them did not know the correct spelling of some certain words. It means that they did not revise what they had written.

The interview was also conducted to the teacher in order to know the condition of the students of class VIII-E. The questions of interview were related to the students’ writing ability, the difficulties that the students’ faced in writing, and the teaching writing in class. The teacher said that the students of VIII-E SMP N 3 Kartasura have low ability in writing. As stated by the English teacher of class VIII-E:

“Writing skill mereka belum terlalu bagus karena terkendala dengan vocabulary yang mereka punya. Mereka juga kurang begitu aktif dalam menulis karena lack of vocabularies tadi.”

She also stated that the students got difficulties in developing paragraph, using correct tense, and finding appropriate vocabulary which could be seen from the result of interview as follows:

“Siswa pasif karena terkendala dalam mengembangkan kalimat. Mereka juga masih lack of vocabularies atau kurang dalam kosakata. Mereka juga masih lemah dalam comprehension begitu pula dengan past verb mereka juga masih sangat lemah.”

The teacher seldom taught writing to the students through writing process. She just explained the patterns and gave the example of the text, and then she asked the students to write a certain topic without any guidance, as what she said in the interview:

“Setelah saya ajarkan mereka tentang ciri-ciri dan contoh dari teks tersebut kemudian saya suruh mereka untuk menulis paragraph berdasarkan teks yang dimaksud dan saya juga jarang menyuruh mereka untuk menulis teks jadi mereka juga agak kurang dalam menulis.”
From the result of interview, it could be concluded that the students still have low ability in writing. They faced problems in writing, especially in making correct grammatical sentences, developing paragraph and finding appropriate vocabulary. In addition, the teacher seldom taught writing to the students through writing process which only gave the students to write in a certain topic without any guidance. She only demanded the product of students’ writing.

The result of questionnaire also showed that 73.5 % of students felt that writing is difficult. They did not like when the teacher asked them to write. Most of them, 61.8 %, felt that the time given for writing is not enough. 55.9 % students got difficulties in starting to write and 52.9 % seldom paid attention to choose appropriate vocabulary even 20.6 % did not do that. 52.9 % students did not arrange the outline or draft before writing.

From the preliminary observation then, the researcher concluded that there were two main causes: from teacher and student. Firstly, the teacher did not apply writing process in teaching writing. She just explained the characteristics and the examples of the texts. Then, she only demanded the students’ writing product and she only gave fewer portions for writing whereas writing is a complex activity. The teacher just demanded the product of the students’ writing that must fulfil the written language rules. Moreover, she did not give enough attention to teach students how to write in English correctly. Writing class generally ignored the writing process. The teacher asked the students to write in a certain topic. The time given by the teacher was limited. The teacher did not consider that writing is a complex activity in which it needs more time for revising the content, grammar
and conducting consultation. Secondly, the students still did not master on writing skill. Their ideas were not coherent. They sometimes lost their ideas and stuck. So, they could not continue their writing. They did not also use tense in the right context, because they were still confused to use tense correctly. They were lack of vocabulary and their understanding of mechanic was low. They seldom read their writing after they finished writing. That was why, their writing were not coherent. They also thought that time for writing was limited. Because of these they got difficulties in writing and the result of their writing were still far from what were expected.

Based on the evidences above, the writer conducted a classroom action research in order to improve the students' writing ability. The classroom action research focused on the improving students’ writing ability especially in the form of recount text. This was done for the reason that this kind of writing form was suggested in the syllabus used in SMP that is KTSP. Usually in the writing class, the teacher did not use a media to improve students’ writing ability yet. The teacher only used handbook and students worksheet. In this research, the researcher used picture series to improve students writing ability, especially in writing recount text.

Picture in writing is one way to solve the problems in writing. Picture is categorized as one of aids in language teaching. Visual aids are a situation where the learner can see what is named by the word to be learned (Allen, 1983: 33). Pictures are not just as aspect of method but through their representation of places, objects, and people they are essential part of the overall experiences we must help...
our students to cope with (Wright, 1997: 2). In addition, he mentions that pictures can be used by teacher and students whatever emphasis of the syllabus they are following. Furthermore, he states pictures make particularly powerful contribution to both the content and the process of language learning.

Using picture series in writing recount texts has many advantages. Raimes (1983: 36) says that a picture sequence, such as comic strip, provides the subject matter for writing narrative and for speculating about the story beyond the pictures in the strip. A set of parallel picture – pictures that show a similar scene or tell a similar story – provides material that offers guidance on vocabulary, sentence structure, and organization yet lets the students write about new subject matter. On the other hand, picture sequences in which there is ambiguity and the opportunity for widely divergent interpretations are an excellent basis for stimulating individual response and a variety of written outcomes. Besides, the students usually have other perceptions and interpretations to the provided picture. The students just want to see and focus to the one object from the provided picture.

In this study, the writer tries to apply picture series during the writing process because hopefully it can give students an interest and motivation in learning. By providing it, the students will not be bored again to the writing and they can develop and share their ideas in written form. It also makes a sense of the context of a language for the students since writing needs more vocabularies that must be mastered by the students. It also has a specific point or stimulus to the students in process writing where it can also express their ideas and it can develop the content.
of writing. It can lead students to have new experience of real writing activity and will give them understanding that writing is a means of communication. It also gives students enough time to write since writing is a process of expressing ideas in written form. It will provide information whether the students are already successful in the running cycle or not.

B. Problem Formulation

Based on the background of the study above, the statements of the problems are as follows:

1. Can the use of picture series improve the students’ writing ability? If it can, how far is the improvement?
2. What are the strengths and weaknesses of using picture series in teaching writing recount texts of class VIII-E SMP Negeri 3 Kartasura?
3. What are the students’ responses when picture series are implemented in teaching writing recount text of class VIII-E SMP Negeri 3 Kartasura?

C. The Objectives of the Study

Generally, this study is proposed to improve the students’ ability in writing recount text of class VIII-E SMP Negeri 3 Kartasura.

Particularly, in accordance with the problem formulation above, the objectives of the study are:

1. To know whether picture series can improve students’ ability in writing recount texts and its far improvement.
2. To know the strengths and weaknesses of using picture series in teaching writing recount texts of class VIII-E SMP Negeri 3 Kartasura.

3. To know the students’ responses when picture series is implemented in teaching writing recount text of class VIII-E SMP Negeri 3 Kartasura.

D. The Benefits of the Study

The result of the study can give some benefits. Firstly, for the English teacher, this study can provide contribution for the teachers to apply another techniques and media dealing with the teaching learning process especially in teaching writing. By considering the result of the study the teacher will not use monotonous method and change his orientation in teaching writing.

Secondly, for the students, the result of the study will help them to write better. By implementing picture series, students are able to write recount texts well. As a result, their writing recount text will much be better because using picture series will improve students’ writing ability.

Thirdly, for the school, the writer hopes that the school can use this thesis as the reference in teaching English especially in teaching writing skill and it can be useful and give some additional information.

Fourthly, for another writer, this study gives the writer understanding toward the implementation of picture series in teaching writing recount texts directly. By implementing picture series to improve students’ writing ability, especially in writing recount text, it will provide useful practical experience for the writer himself.
Finally, this study is expressed to be able to give practical contributions to the writer on how to improve the students’ ability in writing recount texts by using picture series.
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Writing Competence

a. The Meaning of Writing

Learning language means learning to communicate with each other, to interact with them, to understand them, to talk to them, to read what they have written, to write to them. One way to create communication is through writing. In writing, the writers are able to express ideas and feelings to persuade and convince other people (White and Arndt, 1997: 1).

According to Widdowson (1996: 62), writing is described as the use of the medium to manifest in the graphology and grammatical system of the language. That is to say, writing in one sense is the productions of sentences as instances of usage. But of course, writing is not just a production of a sequence of English sentences. The sentences can be used to create a discourse and each sentence takes on a particular value as a part of this discourse. In this case, writing can be said as the act of making up correct sentences and transmitting them through the visual medium as marks on paper.

White and Arndt (1997: 3) express their assumption about writing. Writing is far from being a simple matter of transcribing language into written symbols; it is a thinking process in its own right. It demands conscious intellectual effort, which usually has to be sustained over a considerable period of time. They also say that
writing is a form of problem solving which covers such processes as generating ideas, planning, goal setting, monitoring, and evaluating that is going to be written as well as what has been written, and finding the suitable expression with which to express exact meaning. In other words, writing is a thinking process which involves some processes and considerable period of time to express the writers’ exact meaning. As stated by Langan (2001: 12) that writing is a process of continuing discovery that involves series of steps, not an automatic process.

Bell and Burnaby in Nunan (1998: 36) point out that writing is a complex cognitive activity in which the writer is demanded to demonstrate control of a number of variables simultaneously at the sentence level – include control of content, spelling, and letter formation – and beyond the sentence – structure and integrate information into cohesive and coherent paragraph and text. In addition, Haldfield (2004: v) says that there is cognitive difficulty in which that the students have to organize their thought on paper. That is why writing is regarded as the most difficult language skill to learn for a language learner.

In this study, writing can be defined as a means of communication for expressing ideas, feelings, and thought in written form through the writing process and period of time by considering the written convention.

b. Micro and Macro Skills in Writing

In order to be able to do such things in writing, learners need to acquire micro-skill and macro-skill of writing. Ur (1996: 162) states that writing should maintain between micro aspect and macro aspect. In micro aspect, the students practice
specific written forms at the level of word or sentence (handwriting or typing, spelling, punctuation). On the other hand, in macro aspect, the students emphasize on content and organization. In this case, they express themselves using their own words, state a purpose for writing, and specify an audience. More description is given by Brown (2004: 220). He states that micro-skills are related to imitative and intensive types of writing task whereas macro-skills are related to responsive and extensive writing. The descriptions are as follows:

Micro-skills:
1) Produce graphemes and orthographic patterns of English;
2) Produce writing at an efficient rate of speed to suit the purpose;
3) Produce an acceptable core of words and use appropriate word order;
4) Use acceptable grammatical system (e.g., tense, agreement), patterns, and rules;
5) Express a particular meaning in different grammatical forms; and
6) Use cohesive devises in written discourse

Macro-skills:
1) Use the rhetorical forms and conventions of written discourse;
2) Appropriately accomplish the communicative function of written texts according to forms and purpose;
3) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification;
4) Distinguish between literal and implied meanings when writing;
5) Correctly convey culturally specific references in the context of the written text; and
6) Develop and use a battery of writing strategies, such as accurately assessing the audience’s interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrase and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

According to Tribble (1996: 43), in order to understand a specific task in writing, a writer requires the range of knowledge which can be summarized as follows:
1) Content knowledge: knowledge of the concept involved in the subject area
2) Context knowledge: knowledge of the context in which the text will be read
3) Language system knowledge: knowledge of those aspects of the language system necessary for the completion of the task
4) Writing process knowledge: knowledge of the most appropriately way of preparing for a specific writing task

Therefore, in order to be able to produce a good written text, a writer shall require the range of knowledge. Besides, the writer also focuses on the macro and micro skills of writing. In addition, Nunan (1998: 37) states successful writing involves:

1) Mastering the mechanics of letter formation;
2) Mastering and obeying conventions of spelling and punctuation;
3) Using the grammatical system to convey one’s intended and meaning;
4) Organizing content at the level of the paragraph and the complete text to reflect given/new information and topic/comment structures;
5) Polishing and revising one’s initial efforts; and
6) Selecting an appropriate style for one’s audience.

c. The Writing Process

There are many conceptions dealing with the writing process. McCrimmon (1983: 10) states that there are three main stages in the writing process: planning, drafting, and revising. Brown (2001: 348) also mentions three stages of writing process. The stages include pre-writing, drafting, and revising. Langan (2001: 17) points out that the writing process includes four stages: prewriting, writing the first draft, revising, editing. All the opinions above contain similar ideas meaning that when students produce a piece of writing, they will go through between the
stages in which they make revision for the improvement of their writing until finishing final draft.

In relation to this study, the writing process stages use the concept proposed by Tribble (1996: 60) which can be seen on the figure below:

Figure: 1
The stages of writing process

As can be seen from the figure above, the steps on writing process are prewriting, writing, revising, editing, and publishing. This writing process model is not as a fixed sequence but it is dynamic and unpredictable process. It is also interrelationship works by re-visiting other stages. This model is appropriate under consideration that it shows how content, context, process, and language knowledge interrelate with each other and can be realized in the practical classroom procedure. The deep description of writing process is discussed as follows:

1) Prewriting

The first stage in writing process is prewriting. To make writing communication more effective there are certain customs and conventions. First, each type of written text has a function and own characteristic. Second, the students must understand the purpose of writing. It relates to genre. Each of the
genres has had accepted purpose, structure, and layout and uses certain language and vocabulary. The third factor for the students to consider is who is the audience? The structure of a genre may always follow the same rules but the language and style may differ.

The prewriting process is mainly about generating ideas. It is often difficult for students to get started and find ideas. There are many different ways to come up with ideas and this process can be a lot of fun and motivating for students. The following prewriting techniques are often useful.

a) Brainstorming

Brainstorming is a useful technique in writing because it allows the writer to close a topic with an open mind (Brown, 2001: 349). Brainstorming is finding ideas quickly and spontaneously. The intention is to write down as many ideas as possible without worrying whether they will be used or how they will be used or whether they are good enough. All that is required is writing down everything that comes to mind as the writers think of it including words, phrases, sentences, questions, topics, heading, etc.

b) Clustering

Clustering is a more visual way of generating ideas (Langan, 2001: 22). Clustering shows the relationship between ideas and progression or sequence or ideas using circles, boxes, arrows, and lines. Here is how to use the technique in the centre of the paper, write the topic and draw a “balloon” around it. Then, write whatever ideas come to the writer in balloons around the core.
c) Free writing

Many people do this instinctively and it certainly can be a very effective method to help them find focus on a broad topic or work through a topic exploring various points of view. Free writing is an activity in which is designed to help the writer writes free ideas that he/she might not realize that he/she has (Brown, 2001:350). While he/she is writing, one idea will spark another idea. The purpose of free writing is to generate as many ideas as possible and to write them down without worrying about appropriateness, grammar, spelling, logic, or organization.

d) Listing

Listing is prewriting technique in which the writer thinks about the topic and quickly makes a list of whatever words or phrases come into the writers’ mind. The goal is to accumulate raw material by making up a list if everything about the subject that occurs (Langan, 2001:21).

2) Writing

Students begin to organize and put their structure on their writing. They put additional thought and details that do not emerge during prewriting. The organization of a text is determined by the conventions of the genre. Good organization is essential to ensure coherence. In this stage, the main goal is expressing main ideas clearly and developing the content with the plenty of specific details. The writer ignores about the correct grammar, punctuation, or spelling. Therefore, they are able to express ideas freely without afraid of making mistakes (Langan, 2001: 25).
3) Revising

Revising means rewriting a paper, building upon what has already been done, in order to make it stronger (Langan, 2001:26). The writer revises the rough draft focusing on content and organization, including unity, coherence and logic. In the first revising, the writer can change, rearrange, add, or delete for the goal of communicating thought more clearly, more effectively, and in more interesting way. In his stage, the writer asks help from their peer or their friend to become proofread of their writing.

4) Editing

The next stage in writing process is editing. In this stage, the teacher checks the grammar, punctuation, usage, and spelling (Langan, 2001:30). After the teacher corrects the piece of writing the student implements those corrections and rewrites the text.

5) Publishing

The last stage in writing process is publishing. Students may choose to publish their writing. For example, students finish text can be placed on the walls around the classroom so students can compare theirs with other students or they can keep in class booklets. If they do not want to publish them, they can collect to their teacher.

d. The Purpose of Writing

For the most students, writing in English needs great effort. This is because in writing the mastery of sentence structures and the ability to choose appropriate
words for the expression of the thoughts are required. According to Wright (1997: 68), the skill of writing fluently and extensively can be built up by giving confidence, a sense of purpose and emphasis on meaning rather than on formal accuracy. Furthermore, the fluency of writing can also be built up by giving the students developing a firm and accurate grasp of a limited number of structures.

There are many purposes of writing and the following are those stated by McMahan et al. (1996:8):

1) To express the writer’s feeling

   The writer wants to produce and express what he feels or thinks through the written form, as in a diary or a love letter. It is what is so called expressive writing.

2) To entertain the readers

   The writer intends to entertain the readers through the written form. The writer usually uses aesthetical material to entertain the readers. It is called literary writing.

3) To inform the readers

   The writer intends to give information or explain something to the readers. It is a kind of informative writing.

4) To persuade the readers

   The writer wants to persuade or convince the readers about his opinion or concept or idea. It is called persuasive writing.

According to Halliday in Nunan (1998: 84), written language is used for: action (for example, public signs, product labels, television and radio guides, bills,
menus, telephone directories, ballot papers, computer manuals), information (for example, newspapers, current affairs magazines, advertisements, political pamphlets), and entertainment (for example, comic strips, fiction books, poetry and drama, newspaper features, film subtitles).

In conclusion to the discussion above, written language is used to get things done, to provide information and to entertain. In the case of information, written language is used to communicate with others who are removed in time and space.

Since the purpose of teaching writing in schools should be based on curriculum, the teachers then should match their teaching purpose according to the syllabus of 2006 Kurikulum Tingkat Satuan Pendidikan for SMP and MTs. The expected learning outcomes outlined for the students of the first, second, and third years on the writing skill are follows.

a) First year

The students are able to (1) write simple functional sentences, (2) write simple messages, short and simple announcement, and cards, (3) produce text in the form of a procedure, and a descriptive.

b) Second year

The students are able to (1) write among others texts in the forms of a narrative, a description, and recount, (2) write personal letters, post card, invitation card, leaflet, and announcement.

c) Third year

The students are able to (1) write texts in the form of a narrative, procedure, and report, (2) write short message, letter, advertisement, and announcement.
In general, the classifications of types of writing are based on the purpose of writing, the generic structure, and the language feature. In this case, the discussion will be focused on some types of text related to the teaching learning process at SMP. The types discussed will be descriptive, report, procedure, narrative, and recount.

1) Descriptive

Descriptive text is designed to describe a particular person, place or thing. The generic structure of descriptive text is identification and description. The language features of this text are as follows:

   a) Focus on specific participants and noun
   b) Use of attributive and identifying processes
   c) Frequent use of epithets and classifiers in nominal groups
   d) Use of simple present tense
   e) Figurative language

2) Report

Report is a text that gives information about the result of observation, research, or study about things, animal, people, or place. Participant in report text tends to be general. Generally, the provided data is usually general conclusion about characteristic, feature, and/or participant’s condition. The purpose of this text is to describe a participant detail.

   The generic structure of a report is general classification and description. The language features of this text are as follows:

   a) Focus on general noun
b) Focus on relational processes

c) Use of simple present tense

3) Procedure

Procedure is a text that gives information about how something is accomplished through a sequence of actions or steps. This might include instructions for how to come out a task or play a game, directions for getting to a place, and rules of behaviour.

The generic structure of procedure text is goal, materials, and steps. The language features of this text are as follows:

a) Use imperative sentences

b) Focus on action verb

c) Use connective of sequence

d) Use numbering

4) Narrative

Narrative text is designed to amuse, entertain, and deal with actual or vicarious experience in different way. Narratives deal with problematic events which lead to crisis or turning point of some kind, which in turn finds a resolution.

The generic structure of narrative text is orientation, complication/crisis, resolution, reorientation, coda (optional). The language features of this text are as follows:

a) Focus on specific participant

b) Use noun as a personal pronoun

c) Use past tense
d) Use time connective and conjunction

e) Use action verbs

f) Use saying verb and thinking verb

5) Recount

According to Otong Setiawan Djuharie (2007: 44), recount text is defined as follows:

_Teks recount merupakan jenis teks yang kontennya melaporkan peristiwa, kejadian, atau kegiatan yang menimpa seseorang, atau berupa pengalaman seseorang. Tujuan teks recount adalah untuk memberitahukan atau hiburan._

In addition, the purpose of actual recount is to document a series of events and evaluate their significance in some way. The purpose of literary or story recount is to tell a sequence of events it entertains. The story recount has expressions of attitude and feeling, usually made by the narrator about the events.

a) The generic structure of recount text

As a kind of text, recount text has its own structure:

(1) Orientation which provides the setting and introduces participants. It gives information about what, who, where and when did an event was happen.

(2) Event which tells what happened, in what sequence. It gives a report about an event chronologically.

(3) Re-orientation which maps the chronological order of the event.

b) The language features of recount text

Recount text uses language features as follows:
(1) Noun as a personal pronoun, such as Otong Setiawan, Ratu Kadita, Djuharie, etc.

(2) Individual participant, focused on specific participant’s story.

(3) Past tense, such as went, ran, ate, etc.

(4) Time connective and conjunction to sequence the events, such as after, before, then, after that, etc.

(5) Action verbs, a verb that shows the events or occurrence, such as stayed, climbed, killed, etc.

(6) Adverb and adverb phrases to show place, time and way, such as yesterday, last week, at home, slowly, carefully, etc.

According to 2006 curriculum, the students are categorized in mastery of recount text when they are able to communicate both oral and written in the form of interactional and monolog by using the generic structure and language feature of recount text acceptably. Therefore, the students have to understand the characteristics of recount text. In addition, the roles of the teacher should not only give explanation but also facilities students to achieve the goal especially in teaching learning process.

e. Writing Assessment

1) The Definition of Assessment

Assessment plays an important role in the instructional program of the school. It provides information that can be used in a variety of educational decisions. The main emphasis in classroom assessment, however, is on decision concerning
student learning and development. According to Linn and Gronlund (2000: 31), assessment is a general term that includes the full range of procedures used to gain information about student learning and the information of value judgements concerning learning progress. In addition, assessment answers the question about how well the individual performs. It is also essential to ensure that students meet their needs. Moreover, the process of assessment is likely to be most effective when guided by a set of general principles. Those principles emphasize the importance of clearly specifying what is to be assessed, selecting assessment procedures in term of their relevance, using a variety of assessment procedures, being aware of their limitations, and regarding assessment as a means to an end, and not an end in itself.

The main purpose of classroom instruction is to help students achieve a set of intended learning goals. Linn and Gronlund (2000: 35) state that the interrelated nature of teaching, learning, and assessment can be seen in the following sequential steps in the instructional process. They are as follows:

a) Identifying instructional goals.
b) Preassessing the learner’s need.
c) Providing relevant instruction (monitoring learning progress and diagnosing difficulties).
d) Assessing the intended learning outcomes.
e) Using the assessment result to improve learning and instruction.

In relation to teaching writing, according to Madsen (1983: 101), there are many kinds of writing tests. The reason for this is fairly simple: a wide variety of writing tests is needed to test the many kinds of writing tasks that we engage in. There are usually distinct stages instruction in writing such as pre-writing, guided
writing, and free writing. Linn and Gronlund (2000: 164) state that there are specific rules for writing test items and assessment tasks. There are as follows:

a) Use the test and assessment specifications as a guide.
b) Write more items and tasks than needed.
c) Write the items and tasks well in advance of the testing date.
d) Write each test item and assessment task so that the task to be performed is clearly defined and it calls forth the performance described in the intended learning outcome.
e) Write each item or task at an appropriate reading level.
f) Write each item or task so that it does not provide help in responding to other items or tasks.
g) Write each item so that the answer is one that would be agreed by expert.
h) Whenever a test item or assessment task is revised, recheck its relevance.

Writing assessment is not as easy task. When assessing students’ writing ability, the objectives and criterions must be clear. Linn and Gronlund (2000: 47) state that an objective test is one on which equally competent examinees will obtain the same score. It means that the teacher gives a writing task after considering the objectives and the criterions to achieve the writing process.

2) Types of Scoring

According to Madsen (1983: 120), there are basically two ways to give a formal grade to a piece of writing. They are holistic scoring and analytical scoring. The explanation of each type of scoring will be described as follows:

a) Holistic scoring

Holistic scoring uses a variety of criteria to produce a single score. The rationale for using a holistic scoring system is that the total quality of written text is more than the sum of its components. According to Genesee and Upshur (1997: 206) state that holistic scores represent teachers’ overall impression and
judgements. This is basically what teachers do when they assign number of letter grades to students’ test such as composition. In addition, Madsen (1983: 121) states that holistic scoring focuses on the “How well does this paper communicate?” Minor mechanical errors that interfere very little require very little penalty. In fact, it is not counted but it must be reduced a grade from A to A- on the basis of scattering of these errors. The same principle applies to other areas. Furthermore, the holistic approach doesn’t make feel secure when in grading a spelling quiz or grammar exam. Nevertheless, it is one of the best ways to evaluate the complex communication act of writing.

b) Analytic scoring

The analytical method attempts to evaluate separately the various components of piece of writing; it can be illustrated with several approaches (Madsen: 1983: 120). Analytic scoring focuses on the principle function of the text and offers some feedback potential, but no wash back for any written production that enhance the ultimate accomplishment of the purpose. According to Genesee and Upshur (1997: 206), in analytic scoring, the different components or features of the students’ responses are given separate scores (on an essay, spelling, grammar, organization, and punctuation). Classroom evaluation of learning is best served through analytic scoring, in which as many as five major elements of writing are scored, thus enabling learner to home in on weaknesses and to capitalize on strength. The point value for each elements of writing is not the same. The differences are based on the emphasis of the goal and students’ need.
In analytic scoring, the researcher needs help from one who is regarded to have enough capability in scoring data. It is done to avoid subjectivity of scoring. The grade of writing ability is taken from criteria of writing test. According to Ganeseet and Upshur (1997: 207) there are five general categories, which are often used for the evaluation of students writing, namely content, organization, language use or grammar, vocabulary, and mechanics. They also propose numerical scores for each of the above categories as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Categories</th>
<th>Score</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Content</td>
<td>30-27</td>
<td><strong>Excellent to very good</strong>: knowledgeable<em>substantive</em> thorough development of writing*relevant to assigned topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26-22</td>
<td><strong>Good to average</strong>: some knowledge of subject<em>adequate range</em>limited development of writing*mostly relevant to topic, but lacks detail</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21-17</td>
<td><strong>Fair to poor</strong>: limited knowledge of subject<em>little substance</em>inadequate limited of topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16-13</td>
<td><strong>Very poor</strong>: does not show knowledge of subject<em>non-substantive</em>not pertinent*OR not enough to evaluate</td>
</tr>
<tr>
<td>2.</td>
<td>Organization</td>
<td>20-18</td>
<td><strong>Excellent to very good</strong>: fluent expression<em>ideas clearly stated/supported</em>succinct<em>well organized</em>logical sequencing*cohesive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17-14</td>
<td><strong>Good to average</strong>: somewhat choppy<em>loosely organized but main ideas stand out</em>limited support*logical but incomplete sequencing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13-10</td>
<td><strong>Fair to poor</strong>: non-fluent<em>ideas confused or disconnected</em>lacks logical sequencing and development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9-7</td>
<td><strong>Very poor</strong>: does not communicate<em>no organization</em>OR not enough to evaluate</td>
</tr>
<tr>
<td>3.</td>
<td>Vocabulary</td>
<td>20-18</td>
<td><strong>Excellent to very good</strong>: sophisticated range<em>effective word/idiom choice and usage</em>word from mastery*appropriate register</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17-14</td>
<td><strong>Good to average</strong>: adequate range*occasional error of word/idiom form, choice, usage but meaning not obscured</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13-10</td>
<td><strong>Fair to poor</strong>: limited range<em>frequent error of word/idiom form, choice, usage</em>meaning confused or obscured</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9-7</td>
<td><strong>Very poor</strong>: essentially translation<em>little knowledge of English vocabulary, idioms, word form</em>OR not enough to evaluate</td>
</tr>
<tr>
<td></td>
<td>Language use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25-22</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>21-18</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>17-11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mechanics</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

For clearer explanation, the following are the criteria for scoring writing which are used in this study:

1) Content: the agreement with the title chosen
2) Organization: paragraph unity, coherence, and cohesion
3) Vocabulary: the precision of using vocabulary
4) Language Use or Grammar: tenses and pattern
5) Mechanics: spelling and punctuation.
The maximum score for each element are as follows:

Table 2. The Scoring of Writing

<table>
<thead>
<tr>
<th>No</th>
<th>Categories</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Content</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>Organization</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>Grammar</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>Mechanics</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

2. Picture Series

a. The Meaning of Picture

Picture is categorized as one of aids in language teaching. Visual aids are a situation where the learner can see what is named by the word to be learned (Allen, 1983: 33). Picture is drawings, photographs, posters, slides, cartoons, magazines advertisements, diagrams, graphs, tables, charts, and maps, can be valuable resource for teaching writing (Ann Raimes, 1983: 27). She further states that the teacher can find valuable resource in the pictures. Pictures provide a shared experience for the students in the class, a common base that leads to a variety of language activities. In addition, she states that picture can be the basis for not just one task but many, such as sequencing of sentences to the writing of original dialogues, letters, reports, or essays. Furthermore, she states, because everybody likes to look at picture, their use in the classroom provides a
stimulating focus for the students’ attention. A picture brings the outside world into classroom in vividly concrete way. Finally, a picture is a valuable resource as it provides a shared experience in the classroom, a need for common language forms to use in the classroom, a variety of tasks, and a focus of interest for students.

While Wright (1997: 2) says that pictures are not just an aspect of method but through their representation of places, objects, and people they are in essential part of the overall experiences we must help our students to cope with.

White and Arndt (1997: 35) state that picture is classified into visually representational material. Picture has own particular characteristic that will be appropriate to the kinds of use. Based on the use of picture, it is divided into two kinds: single picture and picture sequences. First, using single picture are good as prompts for static or momentary descriptions, descriptions of spatial relationship, evoking and describing a mood or feeling, and conjecturing. It might show either one main event or scene with a considerable amount of details, and perhaps a number of events taking place, as are commonly the case in a wall picture. In addition, single picture is usually named by situational picture. Situational pictures are those that show person is doing something with object and show the relationship of the object with the person. This type of the picture is appropriate for particular writing activities, for examples, to describe the picture, or to find the differences of two pictures like they are asked to find out some objects in a picture, which do not exist in other picture (Eldridge, 1987: 24).
Second, using picture sequences as an idea and vocabulary-generating device, pictures are enormously fruitful. A sequence of pictures, the content must be related to the interest, sophistication and linguistic level of the students. Furthermore, Wright (1997) suggests the use of picture series. According to him, pictures series are pictures, which show some actions or events in chronological order. They tend to range from four to eight pictures. They usually tell some short of stories, but they may also be used to depict a process how to make something. In addition, Wright (1997: 72-74) states that picture sequence can highlight certain language features and it can illustrate a story or a process.

Since the medium used in a foreign language the process of writing a recount text for beginning students may cause a problem. This can be anticipated by providing them with picture series or sequences, so that they concentrate more on the orderly arrangement of the story, by paying attention to the series of pictures and the language they use. The next step when they are more competent in using picture series, the teacher may take away one or two of series and asks students to use their own imagination to fill in the missing links of the story.

b. The Benefits of Using Picture

Wright (1997: 10) says that picture can play a key role in motivating students, conceptualizing the language they want to use, giving them a reference, and in helping the discipline the activity. Because of that, pictures have been suggested as teaching aids in the classroom. While Betty Morgan Bowen (1994:1) gives a summary of the benefits of using visual aids in the language classroom:
1) They vary the pace of lesson.

2) They encourage the learners to lift their eyes from their books which make it easier and more natural for one to speak to another.

3) They allow the teacher to talk less, by the diminishing the importance of the verbal stimuli provided by the teacher’s voice and allow the students to talk more. This visual rather than verbal approach results in less teacher talking time and more student participation.

4) They enrich the classroom by bringing the topics from the outside world, which are made real and immediate by the pictures.

5) They spotlight issues, providing a new dimension of dramatic realism and clarifying facts that might past unnoticed or be quickly forgotten.

6) A student with a creative imagination will often find he learns a new language easily and enjoyable through the use of pictures while he finds it difficult to learn just from a textbook or dictionary.

7) They make a communicative approach to language learning easier and natural.

8) They help to teach listening, speaking, reading, and writing and allow the teacher to integrate these skills constructively.

9) They inspire imaginativeness in teacher and students comments, guesses, interpretations and argument newly practiced phrases into a lively give and take.

10) They provide variety at all levels of proficiency. A collection of visual in the various media enters for all ages of learners and all types of groups from beginners to the most advanced and most highly specialized.
c. The Role of Pictures in Teaching Writing

Pictures have been suggested as teaching aids in the classroom also used to help students understand various aspects of foreign language. There are some roles for pictures in writing (Wright, 1997:17):

1) Pictures can motivate student and make him/her want to pay attention and to take part
2) Pictures contribute to the context in which the language is being used. They bring the world into the classroom.
3) Pictures can be described in an objective way or interpreted or responded to subjectively.
4) Pictures can cue responses to questions or cue substitutions through controlled practice.
5) Pictures can stimulate and provide information to be referred to in conversation, discussion and storytelling.

Pictures may also be used to test the students’ knowledge. But, before pictures are applied in the classroom the teacher must consider some criteria of how they are used in teaching and learning process. There are five criteria as selected by Wright (1997:3) as follows:

1) Easy to prepare. The pictures should be easy to prepare to be used by the teacher in teaching and learning process.
2) Easy to organise. The teacher has to decide whether the efforts of organizing the pictures are complicated or not.
3) Interesting. The pictures as the material given should be interesting to the students and the teacher.

4) Meaningful and authentic. The pictures should be meaningful and authentic when it is used for learning the new language.

5) Sufficient amount of language. The activity gives rise to a sufficient amount of language in the language lesson.

From the explanation above, it can be assumed that the role of pictures is really essential in teaching English. It can be said then, the role of using pictures is quite appropriate in teaching writing.

d. The Source of Picture

There are many pictures which can be used as the material and it’s easy to find out at least in some free or cheap picture materials. The choice of pictures really depends on the subject and the necessities.

There are some sources of pictures as mentioned by Wright (1997: 182-187):

1) Newspaper

Pictures in newspapers are not reproduced very well. However, old newspapers are available everywhere and in some countries are the main sources of free pictures material. The pictures in newspaper are usually small and too indistinct for use with the whole class, but they are usually topical and linked with the text, which can lead to particular activities.
2) Magazine

These are the major source of useful picture material of a high quality, though they are rarely free. Full page pictures are big enough for class use, while others are more appropriate for individual work.

3) Advertisements and publicity

These include direct mail leaflets and advertisements in magazines and newspapers. Sizes vary, there are two features which make advertisement pictures special: the pictures are meant to persuade us to buy the product and advertisement pictures are nearly always accompanied which provide authentic material for reading.

4) Catalogues

Catalogues are an amazingly rich source of picture material. There are also specialist catalogues, for example, of toys, cars or gifts, and charity catalogues might be a source of pictures.

5) Calendars

Calendars are usually illustrated and, furthermore, the pictures are usually big enough for class use. Sometimes it may be an advantage to keep the calendar dates.

6) Greeting cards

Most greeting cards are illustrated. It is often worth keeping the text and the picture together.
7) Postcards

Every possible subject is illustrated on postcards. Postcards are associated with writing and thus postcards not just pictures. Two great advantages of postcards are that they are made of card and all postcards are about the same size.

8) Reproductions of arts

Paintings, drawings, and art photographs are reproduced on postcards, greeting cards, calendars, in books and as separate reproduction available in shops and galleries.

9) Posters

Posters are designed to be big enough to be seen a distance and they are thus ideal for class use. Posters can be advertisements or just intended for decoration. A huge poster may show one object or it may illustrate a lot of information.

10) Wall charts

Wall charts are produced by some institution to explain what is done in or by the institutions. These wall charts are very often free or relatively inexpensive.

11) Instructions

Instructions for carrying out a process such as cooking or putting on a life jacket are often illustrated. They can be used in sequencing activities.

12) Old books

Old children’s books are particularly good source of illustrations which can often charm older students. Old school books are often too decrepit or dated to keep but they may contain unique illustration.
13) Comics and cartoon strips

These are heavily illustrated. They are sequences of pictures which are closely related to a narrative text.

14) Stamps

Most stamps have picture on them. The most obvious way of using stamps is too talk about them as stamps: where they come from, why the design ere chosen, how much they are worth, etc.

15) Playing cards

Many playing cards have illustration. The cards can be used for their original purpose and the students asked to play the game in the target language. However, the cards can also be used for the pictures that are on them.

16) Wrapping paper

Wrapping paper is often decorated with pictures. The repetitions of the design means that pairs of pictures are available.

17) Course book

There are usually illustrations in the course book. These illustrations can often be used in ways which the author does not suggest.

18) The teacher’s and the students’ own drawing

Pictures can be drawn on the board, the overhead projector, large paper, flash cards, group playing cards, handout sheets, or college sheets.

19) Photocopying

Pictures can be photocopied but, if they are in copyright, only by permission.
Based on the opinion above, it can be said that the choice of pictures depends on subject, necessities, and the goals of teaching and learning process. Consequently, in this study in conducting the technique of using pictures the writer uses pictures from many sources as the teaching aids to make the students easier in understanding the writing lesson.

B. Rationale

Writing recount texts by using picture series actually stress on process writing activities which include some stages to reach a good final product. The stages include prewriting, writing, revising, and editing. The prewriting stage encourages the generation of ideas, which can happen in numerous ways such as; brainstorming, clustering, listing, etc. In writing stage, students begin to organize, express main ideas clearly, and develop the content with plenty of specific details. Revising means rewriting a paper, building upon what has already been done, in order to make it stronger. The next stage in writing process is editing. In this stage, the teacher checks the grammar, punctuation, usage, and spelling. Then, the students revise them until their composition is ready to be read.

The main reason of implementing picture series are providing the subject matter for speculating about the story beyond the pictures in the strip, providing material that offers guidance on vocabulary, sentence structure, and organization and also having great potential as an aid to develop writing ability, especially in writing recount text. It can be assumed that picture series can improve students’ writing ability, especially in writing recount text.
C. Action Hypothesis

Based on the theory and rationale above, the hypothesis is formulated as follows: picture series can improve students’ writing ability, especially in writing recount text.
A. Setting of the Study

This setting of the study was SMP Negeri 3 Kartasura which is located at Jl. P. Diponegoro 64 Telp. (0271) 780034 Kartasura. It is near the main street of Jl. Solo – Semarang. Therefore, the students are easy to arrive at SMP Negeri 3 Kartasura. They usually ride bicycle or public transportation which can exactly stop in front of the school to reach there.

SMP Negeri 3 Kartasura is also near to public services. On the east side, there are SMP Kristen Kartasura and store selling notions. On the west side, there are Telecommunications (a public corporation) and iron shop. In front of the school, there is a main highway that connects from Solo to Semarang and across the street there are store selling notions and iron shop. Behind the school, there are a village and housing which are integrated together.

SMP Negeri 3 Kartasura has complete facilities that support the teaching and learning activities. There are language laboratory, computer laboratory and science laboratory. Those three laboratories are used for students in supporting the teaching and learning activities. There are also many books in the library. The students can only find the lesson books and here is magazine also provided. There are also basketball court and volley ball court. They are located in the middle surrounded by the school buildings. In the east edge of the court, there is a
parking area for the guests. There is an UKS symbol in the south side of teachers’ room. The mosque is located on the east side of class VII-A.

This school has also two garages that are used for the teachers and the students. The garage for teachers is located in front of class IX-A, B, and C. while the garage for students is located on the east side of class VIII-C until class VII-A and it is also located east side of Administration room until class IX-H. There are three canteens and two toilets. The toilets are separated for teacher and students.

The weather in SMP Negeri 3 Kartasura is mild since there are enough trees around the buildings. Although the school is beside the main highway of Solo-Semarang, the teaching and learning activities is not disturbed since the students have become accustomed to this condition.

In addition, there are several extracurricular provided, such as, football, basketball, swimming, dance, karate, chess and many others. Each extracurricular is guided by an advisor. Football, basketball, and dance are given on Saturday for two hours. Karate and swimming are given on Thursday and Tuesday at 03.00 p.m till the ends. Some students who join extracurricular have shown their achievements in some competitions such as calligraphy in 2009 and to be a model student in 2004.

SMP Negeri 3 Kartasura has perspectives and missions. The perspectives are “Unggul dalam mutu and Santun dalam perilaku.” The missions are “Optimilisasi Kegiatan Belajar Mengajar, Meningkatkan Pelayanan Bimbingan dan Konseling, Meningkatkan dan Menumbuhkembangkan Ketrampilan, and Meningkatkan Keimanan dan Ketaqwaan kepada Tuhan Yang Maha Esa.” In
addition, SMP Negeri 3 Kartasura is also stated as SSN (Sekolah Standar Nasional) which has an important and influential role to develop students’ education and it is stated by National Education Department. It consists of three grade classes. Every grade is divided into eight classes. Each class usually consists of 33-37 students. It means that it is a big class for teaching and learning process.

This research was conducted started from March up to July 2010.

The schedule was as follows:

Table: 3. The Description of Time Research

<table>
<thead>
<tr>
<th>NO</th>
<th>DESCRIPTION</th>
<th>MAR 2010</th>
<th>APR 2010</th>
<th>MAY 2010</th>
<th>JUN 2010</th>
<th>JUN 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Preliminary Observation</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Designing Research Proposal</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Developing Research Instrument</td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Giving Treatment and Collecting Data</td>
<td></td>
<td>√</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Writing Research Report</td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>6</td>
<td>Collecting Research Report</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>
B. Subject of the Study

The study was conducted to the students of VIII-E SMP Negeri 3 Kartasura. This class was completed with 35 students’ chair, 18 students’ desk, a set of desk and chairs’ teacher, one big whiteboard, two small blackboards, and one small attendance whiteboard. There are also pictures of president, vice president, Garuda Pancasila, and a clock put on the wall. There are windows on both sides of the room which can be used as air circulation. There is some hero’s picture put on both side of the room above the windows. The teacher’s desk is also completed with a tablecloth, a vase and the flower.

Class VIII-E consisted of 35 students including 22 boy students and 13 girl students. There are four lines students’ desks. The students choose their friends as a tablemate freely. Nevertheless, the students choose their tablemate friends in the same gender.

Most students, 91 % were from Kartasura and 9 % students were from out of Kartasura. The students usually rode bicycle who came from Kartasura, but for those who came from out Kartasura, they usually rode public transportation or they have been picked up by their parents. There were 55 % students from factory employee family, 30 % students from farmer family, 10 % from civil servant family, and 5 % from private enterprise family.

Psychologically, they were motivated students in learning especially in topic lesson and activities that they were interested in. They were also responsible students. According to the teacher, most students did the task when the teacher asked them although the result of their task was still far from the teacher expected.
Based on the pre-test given to the students, the researcher summarized that this class had problem in writing skill. They got many difficulties in writing such as generating ideas, ungrammatical sentences, having lack of vocabulary, and organizing sentences. That was why the researcher conducted the classroom action research in order to solve the problems.

In conducting the research, the researcher was not only as a teacher but also as an observer. In addition, the researcher was helped by the English teacher as one collaborator in controlling the students. Therefore, the research run well during teaching and learning process.

C. Research Method

This study employed an action research method. According to Joko Nurkamto (2010), there are three definitions of action research that are defined by Kemmis, Ebbutt, and Elliot (in Hopkins, 1993: 44 - 45). The first definition is given by Stephen Kemmis (1983), who writes:

Action research is a form of self-reflective enquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations in which the practices are carried out. It is most rationally empowering when undertaken by the participants collaboratively, though it is often undertaken by individuals, and sometimes in cooperation with ‘outsiders’.

The second definition is delivered by Dave Ebbutt (1985), who not only gives a definition of his own, but also quotes from Kemmis. He writes that:

Action research is about the systematic study of attempts to improve educational practice by groups of participants by means of their own
practical actions and by means of their own reflection upon the effects of those actions.

The third definition is from John Elliot (1991: 69). According to him, action research is:

‘the study of a social situation with a view to improving the quality of action within it. It aims at practical judgement in concrete situations, and the validity of the ‘theories’ or hypotheses it generates depends not so much on ‘scientific’ tests of truth, as on their usefulness in helping people to act more intelligently and skilfully. In action-research ‘theories’ are not validated independently and then applied to practice. They are validated through practice.

From the three definitions about action research above, it can be concluded that some characteristics of action research as follows:

1. Action research is a research about class situation that is done systematically by following the procedures and steps.

2. The activity is urged by the problems that arise in a classroom and it must be handled by the teacher as a person who teaches the students.

3. The objectives of action research are to solve the problems that arise in a classroom and to improve the quality of class situation.

4. The effort in solving the problems or in improving the quality of class situation can be done by one person that is a teacher. But, the effort will be well done if the action research is done collaboratively by people in or around the school.

5. The success measurement in action research is based on the benefit in solving the problems and in improving the system quality in a classroom including the practice in it.
6. The validity of the ‘theories’ and ‘hypotheses’ are determined by the benefit in solving the problems. Therefore, the validity is examined using practical in a concrete situations, not using scientific tests of truth.

The model of the action research in this classroom action research used the model developed by Kemmis and Mc Taggart (1990:14) in Penelitian Tindakan (Action Research) written by Tim Pelatih Penelitian Tindakan (Action Research) Universitas Negeri Yogyakarta (2000:12). According to the model, the implementation of the action research includes four steps. They are plan, act, observe and reflect. The basic point is that the researcher cannot determine exactly how many times the spiral steps (cycles) must be done because it depends on the result of each cycle. In other words, the cycle is ended whenever the problems have been solved. This model can be visually illustrated as follows:

![Figure 2. Illustration of Action Research](image-url)
The procedure described at the figure 1 shows that the plans is made by considering the fact findings from preliminary observation. Then, the teacher as the researcher follows all the stages in each cycle in implementing the picture series in teaching writing. The detail research description is explained as follows:

1. Planning

After formulating the problem and analyzing the causes, the researcher plans the solution. The solution shall be appropriate and based on the relevant theories. Besides, the researcher also has to consider the feasibility of the implementation.

2. Acting

In this stage, the researcher starts to implement what he has formulated in planning. The implementation is not as simple as the planning because in reality, it is usually more complicated than what has been planned. Therefore, the researcher shall anticipate what is going on in the future.

3. Observing

Observing is the activity to monitor the effect of the implementation. The observation can be carried out while the researcher takes the action or sometimes after the action. To get the information, the researcher uses observation, interview, questionnaire, document analysis and test. The observation covers the events happened in the teaching learning process which can be noted down on the field note. The interview done in face to face interaction covers the teacher and students’ perception and responses toward the implementation of picture series. It also covers the students’ prior knowledge in writing form. In addition, document analysis covers all document collected relates to the implementation of picture
series such as the students’ worksheet, interview description, students’ diary. Meanwhile, the test covers the effect of the implementation seen from the scored gained by the students.

4. Reflecting

Reflection is done in the end of cycle. It is started by analyzing everything in the implementation. It covers the process, effect, the successful plan, and unsuccessful plan which can be the input for making the revised plan for the next cycle.

The researcher gives some reasons due to the use of Classroom Action Research (CAR) in this research. First, the characteristic of CAR is focusing on solving the problems in the class. Second, it allows the teacher as researcher to have self reflection. Third, the cycle will not be ended until the problems encountered can be solved. Fourth, it is one way to improve the students’ ability in English.

D. Procedure of the Research

Classroom Action Research (CAR) in this study applied the following procedure (Joko Nurkamto, 2010). The steps of the research are as follows:

1. Preliminary Reflection

2. Fact Finding Analysis

3. General Planning

4. Action

5. Observation
6. Reflection

7. Revised Plan

A brief description of each step procedure can be seen on the following explanation:

1. Preliminary Reflection

CAR was conducted since there were problems appeared in the classroom and need to be solved. Basically, the problem could be categorized into two, learning problem and class management. The first category related to learning problems such as the difficulty in pronouncing words, the difficulty in writing, etc. the second category related the students’ attitude in the classroom such as coming late, making noisy, cheating in test, etc.

In this research, the researcher observed the subject from March – July 2010. During the observation, it was found that the students faced some problems in writing. The observation included giving pre-test on writing recount, interviewing the teacher and the students of class VIII-E, and giving the questionnaire about writing.

2. Fact Finding Analysis

In this phase, the problems were identified and arranged based on the priority. There were problems that must be solved soon and there were problem that could be solved later. In analyzing the problem, it could be done by using test, observation, interview, and document analysis.

Based on the preliminary observation conducted in this research, it was found that the students’ writing ability was still far from what was expected. From the
result of the students’ writing, the average score was 52.65. There were only 3 students who got score above 67.5. It means they could pass the passing grade of writing skill in English lesson for the eighth grade. The rest or 32 students were categorized fail. It means that they got score below the passing grade.

In this study, the researcher formulated the problem that was the students’ difficulty in writing. There were two causes of students’ problem in writing. First, the teacher still used traditional approach in which she only demanded the students’ writing product and she only gave fewer portions for writing whereas writing was a complex activity. Second, the students’ ability to create a good written form was still low since they couldn’t organize their ideas well, used grammatical sentences, chose appropriate vocabulary, and used punctuation correctly.

3. General Planning

After formulating the problems and the causes, the researcher planned the solution of the problem. The solution should be appropriate and based on relevant theories. Besides, the researcher also had to consider the feasibility of the implementation.

In this study, the researcher applied picture series as a solution in teaching writing recount. The chosen was under consideration that picture series can motivate the students and make them pay attention and want to take part. It also can stimulate the students in getting the information of picture series in order to generate their ideas and arrange their ideas into good order. By doing so, it is hoped that it can solve the students’ problem.
At this stage, the researcher prepared material, lesson plan, schedule, and action plan done in the action stage.

a. **Preparing the lesson plan**

Designing lesson plan is very important in order to make the teaching learning process run well. The lesson plan contains the standard competence and the basic competence that are expected to be achieved by the students. It also contains the procedure of presenting the lesson in each meeting in order to solve the problems faced by the students. Some main components of the lesson plan are explained as follows:

1) **Standard competence**

It covers the standard competence from the 2006 curriculum that is expressing meaning in simple written short functional text and essay in the form of recount and narrative to interact in daily life.

2) **Basic competence**

It is the extension from the standard competence above that is expressing meaning and rhetorical steps in simple short essay by using written form accurately, fluently, and acceptably to interact in their daily life in the form of recount and narrative text.

3) **Learning scenario**

This study was designed in six meetings for each cycle. Each meeting took 80 minutes. Each cycle covered the implementation of picture series in teaching writing recount text including prewriting, writing, revising, and editing.
4) Assessment procedure

To know the result of the research whether it was successful or not, the researcher assessed the students’ progress during the teaching learning process and the result of post-tests.

b. Preparing the criteria of success

This research was considered successful if it already met the criteria of success. The criteria of success were seen from two angels, the teacher and the students. The teacher was considered successful if he had a good performance which could be seen from the indicators of success in implementing picture series in writing recount text as follows:

1) The teacher made the teaching planning;
2) The teacher implemented the plan well;
3) The teacher could categorize the class well;
4) The teacher followed the stages of the writing process; and
5) The students–teacher interaction was good.

Meanwhile, the students were considered successful, if they met the criteria of success as follows:

1) The students were actively involved doing the teaching and learning process such as asking the questions, having good interaction, giving more attention to the teacher, etc;
2) The students were happy doing the activities in teaching learning process such as having spirit to attend the class, enjoying the teaching learning process, giving more attention to the teacher;
3) The students followed the stages on the writing process. The indicator is the students accomplished the task on each stage of the writing process including prewriting, writing, revising, and editing;

4) The students’ writing ability improved which could be seen from the result of each cycle; and

5) The 80% of students could achieve the passing grade of the writing skill in English lesson that was 67.5.

In general, the activities could be conducted in the action. The activities focused on creating a recount text based on the picture series given and it was appropriate to the topic. The activities covered in writing process including prewriting, writing, revising, and editing.

4. Action

Action is the phase where the researcher implements what has been planned in general planning. The researcher is observed by a collaborator in the action.

In this case, the researcher applied picture series in writing. According to 2006 curriculum, the students are expected to be able to create descriptive, recount, and narrative text in spoken and written form. In this case, the researcher focuses on creating recount text through picture series. This picture series can motivate the students and make them pay attention and want to take part. It also can stimulate the students in getting the information of picture series in order to generate their ideas and arrange their ideas into good order. The researcher applied the action based on the lesson plan designed by the researcher.
5. Observation

The following step is monitoring the effect of the action. The observation might be carried out while the researcher took the action. Observation and action occurred simultaneously.

In this study, the observation was done during the teaching learning process. The observation was not only the teaching learning process but also the learning progress the students achieve. Both the researcher and collaborator did observation during the implementation of picture series in writing. To get the data in observation, it was conducted by observing the teaching learning process, interviewing to the students and collaborator, distributing questionnaire, and conducting post-test in each cycle.

6. Reflection

Reflection refers to activity of analyzing what has been done in the action. Reflection covers the success and failure of the action and its effect. It is useful information for preparing the next action.

In this study, the researcher analyzed to what extend the implementation of picture series was successful based on the criteria designed. It also covered the analysis to problem encountered toward the implementation of picture series and the causes of the problems. From the result of reflection, the researcher was helped by his collaborator could prepare a plan for the next cycle.
7. Revised plan

Based on the result of reflection, the researcher can determine whether he has to continue or to stop the research. It depends on main problem whether it has been solved or not. If it is needed, the revised plan can be designed.

E. Data Collection Technique

There were two kinds of data collected in this research. They were quantitative and qualitative data. The detail techniques of data collection were on the following explanation.

The quantitative data were students writing scores. The quantitative data were collected by using test. In this case, the researcher gave a test after each cycle. The students were asked to write a recount text based on a certain topic and certain time given. Then, the students’ writing was scored by using analytic scoring rubric. The choice of scoring rubric was under consideration that in analytic scoring, scores in five elements helped the teacher’s attention to areas of needed improvement. Therefore, it provides information about the difficulty that the students find. The scoring covers each element of writing including content, organization, vocabulary, grammar, and mechanic.

Meanwhile, the qualitative data were any kinds of information related to the implementation of picture series in teaching writing, especially in recount text. The qualitative data were collected by using some techniques as follows:
1. Observation

In this research, the observation was done to cover the process of implementation of picture series in teaching writing recount text. The observation noticed classroom events, interaction in the classroom, and the students’ responses during the teaching learning process. In this research, the researcher was as a teacher who taught writing recount text using picture series and also as a direct observer who observed the activities when the implementation of picture series occurs. The researcher asked his collaborator to observe the teaching learning process. The function of collaborator was to observe, evaluate, and offer suggestion about the implementation of picture series in writing recount text. The events happened in the classroom noticed by using field note.

2. Interview

The interview was done to get information from the students and the collaborator. The information covered their understanding of the picture series in writing recount text, the implication to the students’ writing ability, and the strength and weaknesses of the implementation of picture series in writing recount text. The interview was recorded by using audio recording and transcript into written form.

3. Document

The documents were in the form of students’ portfolios and students’ diary. By analyzing them, the researcher got information about the students’ progress in writing and students’ responses toward the teaching learning process in the classroom. The researcher also collected the data from the result of students’ post-
test. The scores representing could become the information about the students’ writing achievement.

4. Questionnaire

The purpose of giving questionnaire was to find out the students personal opinion or self expression. In the preliminary observation, the researcher used questionnaire to know students prior competence and their problems faced in writing. It was given at the pre-research observation and after conducting the technique.

F. Data Analysis Technique

To analyze the data, the writer presents the result of the two cycles. The quantitative data were analyzed by using descriptive statistics. The procedures were as follows:

1. The students’ writings were scored by using analytic scoring rubric;
2. In this rubric, the researcher and his collaborator analyzed and gave score for each element of writing namely, organization, content, grammar, vocabulary, and mechanic;
3. After scoring for each element, the researcher and his collaborator counted the score of each element;
4. The result of the score of each cycle compared to the other cycle; and
5. If there was improvement of score in the following cycle, it means the research was successful.
In the meantime, the qualitative data were analyzed by using Constant Comparative Method proposed by Glaser and Strauss in Lincoln & Guba (1985:339) the procedures are as follows:

1. Comparing incidents applicable to each category
   The researcher found out any information as data which have close relationship to the research problem.

2. Integrating categories and their properties
   After getting information, the researcher categorized the information which has the same characteristics into one category.

3. Delimiting the theory
   After categorizing the information, the researcher found out the relationship from one category to the other categories. In addition, the researcher ignored some information which was not irrelevant to the study.

4. Writing the theory
   After knowing the relationship among the categories, the researcher could develop proposition.
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

In this chapter, the writer would like to present research findings as the answer for the initial problem which has been stated in the first chapter. It involves introduction, then continued with cycle 1 and cycle 2 which include planning the action, implementing the action, observing, and reflecting. This chapter will describe the activities developed in the implementation of picture series to improve the students’ ability in writing recount text. The detail descriptions were as follows:

A. Introduction

Based on the observation in SMP Negeri 3 Kartasura especially at the class VIII-E, it was found that the students’ ability in writing recount texts was still far from what was expected. From the result of the students’ writing, the average score of the students was 52.65. This score was computed from the average score of the element of writing. The first element depends on the content that was 16.66. The average score of organization was 10.76 and followed by the average of vocabulary, 10.51. The last two elements of writing were grammar and mechanic which had the average score 11.13 and 3.57. From the writing score, there were only 3 students who got writing score above 67.5. It means they could fulfill the passing grade of writing skill in English lesson. While the others 32 students got score under 67.5. It means that they still failed to write English well. The scores of the students showed
that the worst element of writing is on content. Then, it was followed by grammar, vocabulary, organization, and mechanic. Most of their writing consists of ungrammatical sentences; their ideas moved away from focus and sometimes did not have any supporting details. They also had incorrect spelling and punctuation errors. It could be concluded that they still could not write English well.

From the preliminary observation then, the researcher concluded that there were two main causes: from researcher and student. Firstly, the researcher did not apply writing process in teaching writing. The researcher just demanded the product of the students' writing that must fulfil the written language rules. Moreover, she did not give enough attention to teach students how to write in English correctly. The time given by the researcher was limited. Secondly, the students still did not master on writing skill. Their ideas were not coherent. They sometimes lost their ideas and stuck. They did not also use tense in the right context, because they were still confused to use tense correctly. They were lack of vocabulary and their understanding of mechanic was low. They seldom read their writing after they finished writing. That was why, their writing were not coherent. They also thought that time for writing was limited. Because of these they got difficulties in writing and the result of their writing were still far from what were expected.

The solution he is going to offer is writing recount text using picture series. In this study, the researcher tried to apply picture series during the writing process because hopefully it can give students an interest and motivation in learning. By providing it, the students will not be bored again to the writing and they can
develop and share their ideas in written form. It also makes a sense of the context of a language for the students since writing needs more vocabularies that must be mastered by the students. It also has a specific point or stimulus to the students in process writing where it can also express their ideas and it can develop the content of writing. It also can lead students to have new experience of real writing activity and will give them understanding that writing is a means of communication. It also gives students enough time to write since writing is a process of expressing ideas in written form.

In doing the research, a certain target should be reached. In the end of study, the researcher had targets that the students were able to write recount text by mastering correct generic structure, the content of the text, organization, language use or grammar, mechanics, and vocabulary based on picture series given. However, it was difficult for the students to achieve the perfect target. Therefore, the researcher hoped that: first, the students could master recount text. 80% of students could achieve the score at least the passing grade of writing skill for English lesson that was 67.5. Second, the students could enjoy in teaching and learning situation. The last, the students could improve the students’ personal competence.
B. Implementation

Dealing with the implementation of picture series, it was conducted in two cycles. Each cycle consisted of planning, acting, observing, and reflecting. The determining of the second cycle was based on the reflection of the previous cycle result.

1. Cycle 1

Based on the preliminary observation, it could be concluded that the students faced problem in writing recount text. Therefore, the researcher implemented picture series to solve the problem in the classroom action research. There were four steps in CAR including planning, acting, observing, and reflecting in each cycle.

a. General Planning

Before planning the action, the researcher did some activities. Those activities were: 1) designing lesson plan; 2) teaching material; 3) learning scenario; 4) preparing teaching media; and 5) schedule for cycle 1. The following were detail information about the above activities;

1) Designing lesson plan

The researcher made lesson plan for four meetings, three meetings for presentation of guiding writing recount text using picture series and one meeting for post test. Each meeting was 2 x 40 minutes. In this case, the topic was traveling focusing on recount text. Here, the researcher determined the objective
of lesson plan was the researcher guided the students to create recount text based on the picture series provided. This activity included prewriting, writing, revising, and editing. The detail description was as follows:

a) Prewriting

Prewriting is a stage to generate ideas. In this stage, the researcher explained recount text and gave the examples of text briefly. He explained the characteristic of recount text. Then, the students were gave the picture series as a guidance to write recount text. The students were asked to look at and pay attention more to the picture series. Then, the students were asked to mention all vocabularies related to picture series given. The students should identify all things that related to picture series. The vocabularies were in the form of verbal, nominal, adjectival, adverbial, and prepositional. If the students did not know the English version from the words, the researcher allowed them to use Indonesian.

b) Writing

After mentioning all vocabularies, the students were asked to make free sentences as much as possible based on the vocabularies got in the prewriting stage. Then, the students were asked to arrange and develop the paragraph and the content of recount text with plenty specific details based on the information they had in prewriting activity. At first, they could ignore about the correct grammar, punctuation, or spelling. Therefore, they were able to write a paragraph as much as possible without afraid of making mistakes.
c) Revising

The following stage was revising. The students were asked to revise the rough draft from the writing stage focusing on content and organization, including unity, coherence and logic. The students could ask help from their friends as a proofread.

d) Editing

The last stage was editing. The students were guided by the researcher checked grammar, sentence structure, spelling, and punctuation. After checking the draft, the students were asked to write the final draft in which it was more readable than the previous drafts.

Finally, after conducting the writing process above, the researcher gave the post test another day. The students were asked to make a recount text based on the picture series given. The instruction given was as follows: Write paragraphs of recount text based on the picture series below!. The researcher also reminded the students to begin the writing by telling when and where it happened as well as who participated, to write the events and end the story based on the picture series given.

2) Teaching material

The researcher taught the material as well as possible. He planned for four meetings for the first cycle, three meetings for guiding how to write recount text using picture series and one meeting for post test. For the first meeting, he distributed the picture series to the students one by one and then he explained about recount text and gave the examples briefly in the first hour and then he asked the students to mention all vocabularies related to picture series provided.
For second meeting, he asked the students to write free sentences based on the vocabularies that the students got before, and then the students arranged the free sentences into good paragraph. For the third meeting, he asked the students to revise and edit their work previously.

3) Learning scenario

In this part, the researcher used picture series to improve the students’ ability in writing recount text. It was under consideration that the stages in writing process by using picture series covered mentioning all vocabularies in the picture, making the free sentence by using vocabularies mentioned, arranging free sentences into good paragraph, revising the content, and editing ungrammatical sentences. By doing so, it was hoped that it could solve the students’ problem.

4) Preparing teaching media

In this part, the researcher prepared teaching media suitable to the material. The media was picture series. The picture series was about traveling. It was used to guide the students in writing recount text. Here, the students had to pay attention to the picture series accurately.

5) Schedule for cycle 1

This cycle contained four meetings. Three meetings for guiding the students how to write recount text using picture series and one meeting for post test 1. Each meeting was 2 x 40 minutes. For the explanation of three meetings, it would be prewriting in the first meeting, writing was in the second meeting, revising and editing were in the third meeting.
b. Acting

In this stage, the researcher started the implementation of activities which have been formulated in the planning. This stage was writing a recount text individually by using picture series. There were four activities in the process writing included prewriting, writing, revising, and editing. It took 3 meetings. Each meeting was 2 x 40 minutes (80 minutes).

1) First Meeting (Prewriting)

This activity was held on Thursday, 27th April 2010 at 07.00 – 08.20. The researcher did set of activities dealing with the teaching learning process. The activity was divided into three parts: opening the lesson, main activity, and closing the lesson. For the detail information will be explained in the following parts:

a) Opening the lesson

When the bell rang for the first period or exactly at 07.00 o’clock a.m. the researcher and collaborator went to the classroom together. Arriving in front of the class, many students were still outside of the class. After the students entered the class, he greeted the students “Good morning, students!” and they replied eagerly. After greeting, he then asked their condition and he checked the students’ attendance by saying “How are you today? Who is absent today?” Fortunately, for the first meeting, all of the students were complete.

b) Main activity

In this stage, the activity was divided into two parts. In this first part, the researcher gave question orally to the students. For example, “Do you know?
What is a recount text?" The situation was very noisy so that all of the students didn’t pay attention to the question. Here, he explained about recount text and gave the examples. He explained the formulas and features of recount text briefly. He explained the generic structure and language features of recount text. He explained recount text just for remembering at all because it has been explained by the previous teacher. In the second part, he distributed picture series to the students one by one which had topic traveling. The picture series was used as a media or guidance how to write recount text well. Firstly, the students were asked to look at and pay attention more to the picture series while he was asking the students about the event in the picture. Sometimes their answers were false. Then, he revised and asked the students to understand and pay attention more to the picture. Then, he explained that picture series was a story which had story in a series and using simple past tense as a feature of recount texts. After getting the explanation about picture series, the students were asked to see all events in the picture. After the students analyzed the events in the picture, then they mentioned all vocabularies related to picture series. The vocabularies were in the form of nominal, verbal, adjectival, adverbial, and prepositional. The researcher allowed the students to use Indonesian if they could not find the words in English. In this phase, many students didn’t understand what the researcher meant clearly. Then, he took one picture and he identified the vocabularies in front of the class. When the lesson was running, some students who sat down in the back were very noisy. They were Andaru and Rangga. He walked around the class to see what the students did. Most of them could do the task what was ordered by the researcher.
c) Closing the lesson

When the bell finally rang, the researcher ended the class by saying good bye and assalamu’alaikum. However, before closing it, he reminded the students to study hard and to memorize what has been taught today. He told it in Indonesian. “Anak-anak jangan lupa untuk belajar giat dirumah dan apa yang sudah kita pelajari hari ini harus diingat-ingat ya, faham?” then the students answered, “Iya pak”. Then the researcher closed the class. “Thank you for your attention. Good bye, see you later, Assalamu’alaikum” The students replied him, ”Wa’alaikumusalam”

2) Second Meeting (Writing)

a) Opening the lesson

This activity was held on Wednesday, 28th April 2010 at 09.55 – 11.15. What researcher did in this part was not too different to the activity in the first meeting. The bell rang exactly at 09.55 o’clock a.m. The researcher and collaborator went to the classroom together. He greeted the students “Good morning, students!” and they replied enthusiastically. After greeting, he then asked their condition and he checked the students’ attendance by saying “How are you today? Who is absent today?” Fortunately, all of the students were complete. Before the lesson began, he reflected to the previous lesson that has been explained and done by them. They were mentioning all vocabularies related to the picture series. The researcher asked the students,” Have you still remembered the previous lesson yesterday?”
then the students answered, “Yes, sir”. Then, he distributed the worksheet to the students that was collected in the first meeting.

b) Main activity

In this stage, the activity was divided into two parts. There were making free sentences and arranging a paragraph. In the first part, after the students got the worksheet one by one, the researcher asked the students to make free sentences based on the vocabularies that they got from analyzing the picture. There were many students didn’t understand to what has been ordered yet. Therefore, he gave the example to them by taking some vocabularies and then he made free sentence based on the event in the picture series. After getting the explanation from the researcher, then the students put the vocabularies into free sentences based on the events in the picture. One student asked, “Ini ditulis semua kalimat lepas dalam gambar, pak” then he replied, “Iya..Kerjakan seperti apa yang telah saya contohkan tad.” In the second part, after making free sentences as much as possible based on the vocabularies got, then the students were asked to arrange and develop their free sentences into paragraph of recount text based on the picture series. The students were allowed to use dictionary to find some words that the students did not know. The students still focused on the arrangement of sentences and further organize into paragraph. Here, the students still confused how to organize the free sentences into paragraph. Here, one of them asked, “Pak, saya bingung.” Therefore, the researcher gave example about it. The researcher put three free sentences from the students and then he arranged into paragraph by adding time conjunction and connection. After getting the explanation, then the
students continued their writing in arranging the sentences into paragraph of recount text based on the picture series.

c) Closing the lesson

In this part, the researcher ended the class by giving the student chance to ask question, saying good bye, and assalamu’alaikum. However, before closing it, he gave the students chance to ask question by saying, “Any question?” the student replied, “No, sir”. He reminded the students to study hard and to memorize what has been taught by saying, “Ingat...jangan lupa belajar dirumah dan pelajaran hari ini tolong diingat...ingat dan dipahami”. Then the students answered, “Ya, Pak”. Then, the researcher closed the class by saying, “Assalamu’alaikum”

3) Third Meeting (Revising and Editing)

a) Opening the lesson

Revising and editing stage was covered in the third meeting which was held on Thursday, 4th May 2010 at 07.00 – 08.20. It was attended by the researcher and 33 students. Two students were absent. They were Andaru and Rangga. What researcher did in this part was not too different to the activity in the previous meeting. The bell rung exactly at 07.00 o’clock a.m. The researcher and collaborator went to the classroom together. He greeted the students “Good morning, students!” and they replied enthusiastically. After greeting, he then asked their condition and he checked the students’ attendance by saying “How are you today? Who is absent today?” Unfortunately, two students were absent. Before the lesson began, he reflected to the previous lesson that has been
explained and done by them. There were making free sentences based on the vocabularies analyzed and arranging free sentences into good paragraph based on the picture series. Then, the researcher asked the students,”*Have you still remembered the previous lesson yesterday?*” then the students answered, “*Yes, sir*”. Then, he distributed the worksheet to the students that was collected in the previous meeting.

b) Main activity

In this stage, the activity was divided into two parts. There were revising and editing the previous task. The students were explained about the task that must be done. Here, the researcher explained the last two process of writing, there were editing and revising. The students listened to the explanation. In the first part, the students started to check the content and organization of a recount text they made based on the picture series. There was one student asked, “*Pak, kenapa harus dikerjakan lagi?*” then he answered, “*Setelah saya lihat pekerjaan kalian kemarin masih banyak yang salah, maka hari ini dikerjakan lagi*” He asked the students to add some information needed and to reduce unnecessary information. During the checking, the researcher walked around the class and saw the students’ worksheet. He also asked the students problems faced during the writing process. In the second part, after the students checking the content and organization of the text, they continued to check the grammar, spelling, punctuation, and mechanic of the test. In order the students and the researcher easy in checking their writing. Here, the researcher gave the students a guideline how to check their work by saying, “*Anak-anak, ini saya berikan pedoman meneliti pekerjaan kalian. Tolong teliti*
The guideline as follows:

1. Have you given the information about who, where, and when at the beginning of your recount?
2. Have you arranged the events based on the picture series?
3. Have you used time conjunctions?
4. Have you used action verbs in the past tense?
5. Have you used full stops at the ends of sentences?
6. Have you used capital letters for proper nouns?
7. Have you checked your spelling?

After checking the students’ writing, the researcher asked the students to write the final draft on the space provided. The final draft was better than the previous draft.

c) Closing the lesson

In this part, the researcher ended the class by giving the student chance to ask question, saying good bye, and assalamu’alaikum. However, before closing it, he gave the students chance to ask question by saying, “Any question?” the student replied, “No, sir”. He reminded the students to study hard and to memorize what has been taught by saying, “Ingat…jangan lupa belajar dirumah dan untuk pertemuan selanjutnya kita ada tes menulis recount text berdasarkan picture series, sama seperti apa yang sudah kita pelajari sebelumnya”. Then the students answered, “Ya, Pak”. Then, he closed the class by saying, “Assalamu’alaikum”.

Finally, after conducting and guiding the students in the writing process using picture series, the researcher gave posttest. The posttest was held on Wednesday, 5th May 2010 at 09.55 – 11015. The researcher opened the class and gave instruction that there was writing test. There were not any students absent at that time. Therefore, all students could join the test. The students were asked to make a
recount text based on the picture series. The instruction given was as follows: Write paragraphs of recount text based on the picture series below! The teacher also reminded the students to begin the writing by telling when and where it happened as well as who participated, to write the events and end the story based on the picture series given.

c. Observing

In this case, observation was done during the teaching and learning process. It was aimed at observing the action to solve the students’ problem in writing recount text. The techniques were used students’ diary, observation, questionnaire, document analysis and writing test.

Based on the observation in cycle 1, it was found that there were some result could be noted down. They were (1) the improvement of students’ ability in writing recount text was increased, but, it had not been optimal. There were some students still got difficulties in differentiating the verb 1 (present tense) and verb 2 (past tense) especially irregular verb, and the students got difficulties in using correct word spelling, (2) the improvement of teaching learning situation; and (3) the improvement of students’ personal competence.

The improvement also could be seen from the result of students writing test on the following table:
Table: 4. Posttest scores of cycle 1 from the first and the second corrector

<table>
<thead>
<tr>
<th>No</th>
<th>Level</th>
<th>First Corrector</th>
<th>Second Corrector</th>
<th>Mean of inter-rater</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Highest score</td>
<td>77</td>
<td>75</td>
<td>76</td>
</tr>
<tr>
<td>2</td>
<td>Average score</td>
<td>64.82</td>
<td>64.88</td>
<td>64.85</td>
</tr>
<tr>
<td>3</td>
<td>Lowest score</td>
<td>52</td>
<td>52</td>
<td>52</td>
</tr>
</tbody>
</table>

Table: 5. Computation for passing grade in cycle 1

<table>
<thead>
<tr>
<th>No</th>
<th>Explanation</th>
<th>Passing Grade</th>
<th>Number of students</th>
<th>Mean</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Score above</td>
<td>67.5</td>
<td>14</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Passing grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Score below</td>
<td>67.5</td>
<td>21</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>passing grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table above, it could be concluded that there were only 17 students (49%) who fulfilled the passing grade while the rest, 18 students (51%) still did not pass the passing grade.

The description of the improvement in cycle 1 was explained as follows:
1) The improvement of students’ ability in writing recount text

Based on the observation, it could be seen that the students’ ability improved in mastery writing recount text, the content, the organization, and vocabulary. For more details explanation as follows:

Firstly, the students could understand the generic structure of recount text, language feature, and know the example of recount text. As one of the students wrote in his diary:

“Pada hari ini saya senang karena saya mendapat pelajaran recount text menggunakan picture series. Saya jadi lebih mudah karena bisa mengerti, bisa menulis paragraf dengan melihat gambar dan bisa memunculkan ide-ide dalam penulisan recount text.” (A. 27)

From the result of questionnaire, most students felt that they had more understand about recount text. The following are example the students’ statement:

- “Lebih mudah, karena menulis recount text dengan gambar berseri ini lebih cepat mengembangkan pokok-pokok pikiran dan dalam membuat kalimat pada suatu paragraf juga lebih mudah dimengerti daripada tanpa menggunakan gambar berseri. Dan akan lebih jelas peristiwa/keadaan yang ada seperti gambar tersebut” (A.21)

- “Menurut saya menulis recount text dengan gambar itu lebih mudah karena gambar lebih membantu untuk menjelaskan suatu cerita/peristiwa yang akan dibuat recount text.” (A.33)

Secondly, based on the observation, it could be seen that the students also could develop the content and organize the ideas into a good text based on the picture series. They started their writing by collecting the vocabularies in the picture series. It could be in the form of verbal, nominal, adjectival, adverbial, and prepositional. Sometimes, they also used Indonesian language first. Then, they arranged the words into free sentences and gave supporting details. When they did
not know the words in English, they opened the dictionary or asked their friend and their researcher. They wrote down those sentences in a piece of paper. They tried to make sentences grammatically correct. Then, they arranged them into a good sequence in order to make a good recount text. As the students wrote on questionnaire:

- “Ada, saya lebih mudah mengembangkan paragraf dan bisa memahami semua tentang recount text”. (A. 17)

- “Ada, bisa menambah pengembangan paragraf lebih banyak karena peningkatan kosakatanya juga”. (A. 5)

Thirdly, the students also made some progress in their vocabulary. By doing writing they could add their vocabulary. It could be seen from the activity done in cycle 1 that the students had to finish a paragraph of recount text with topic traveling. Therefore, to finish their writing, when they got difficulties with the English word, they looked at their dictionary or asked to their friends and researcher. In addition the more practice the students done the more vocabulary they got. To support the explanation above, it could be seen from the example of questionnaire written by the students as follows:

- “Ya, sejak saya belajar recount text menggunakan picture series rasanya lebih menarik dan saya lebih mudah mengerti kosakata dan bertambah kosakata”. (A.15)

- “Ada, yaitu peningkatan kosakata yang saya gunakan dalam menulis recount text lebih banyak”. (A. 19)

- “Dengan belajar menulis recount text saya mendapatkan ilmu tentang tata cara menulis recount text dan kata-kata dalam bahasa inggris saya lebih bertambah”. (A. 16)
2) The improvement of teaching learning situation

The researcher stated that there were some positive results from the implementation of picture series to the students’ writing. The result included: (1) the students learned that the process writing is not taken in once draft but it can be many drafts as long as the draft could be reached into a good final draft; (2) through writing process, it gave more understanding to the students that there were many aspects in writing that they should focus on including content, organization, vocabulary, grammar, and mechanic. The students felt happy when picture series implemented in teaching writing recount text because they got another one enjoyable technique in writing recount text although some of them still made crowded when the teacher explained the lesson.

3) The improvement of students’ personal competence

The personal competence of students was assessed from students’ interest and students’ self confidence. They made good improvement in their personal competence. The classroom situation was more alive because the students learned to make a good interaction with the others through sharing ideas and consulting with the researcher and their friends. It happened in revising and editing process. When they were asked to revise and edit their writing, they make a communication with the others as a consultation. But, there were some students still seemed as usual. They just kept silence when the teacher asked her/him a question.
d. Reflecting

Reflecting the result of the implementation in the first cycle will answer the question as; what have been succeeded already?; what have not been succeeded yet?; what have they been happened?; and then how should it be?. The detail description was as follows:

1) What have been succeeded already?

From the analysis of cycle 1, it could be concluded that there were three important things improved in cycle 1. They were (1) the improvement of students’ ability in writing recount text; (2) the improvement of teaching and learning situation; and (3) the improvement of students’ personal competence. After comparing the result of pre-test and the result of post test in cycle 1, the average score of students writing improved from 52.65 to 64.82. The students who fulfilled the passing grade improved from 3 students to 14 students. The elements of writing also improved including organization, content, and vocabulary.

2) What have not been succeeded yet

The influence of the action using picture series has not been able to affect the students’ psychological mind optimally for all students. From data analysis, the students didn’t pay attention in differentiating the verb 1 (present tense) and verb 2 (past tense) especially irregular verb and the students still got difficulties in using correct word spelling. Besides, the role of the teacher in managing the class was necessary needed to make the students’ learning more active and interactive.
3) Why have they been happened?

Based on reflecting and analyzing the implementation of the first cycle, it showed that the students’ problems were caused by some things like; the role of the teacher in managing the class had not been optimal yet; the students didn’t master the language use well; and the students didn’t pay good attention in using mechanics or spelling in sentences.

4) How should it be then?

From the result of cycle 1, there were still some aspects which still needed to improve. Those aspects related to the students’ awareness to follow the steps on the writing process, the use of irregular verb, the students’ interest, and class management.

Based on the findings, the researcher recommended some following thing to do in cycle 2: (1) Giving more explanation and examples on irregular verb in sentences; (2) Giving more attention in using and putting correct word spelling or mechanic in sentences; (3) Monitoring the students in order to follow all the stages in the teaching learning activities; and (4) Giving more interesting activity in order to make the students improve their motivation in teaching learning process.

2. Cycle 2

From the reflection in cycle 1, the students still encountered some problems. The problems were (1) the students still confused in using past verb form especially related to irregular verb; (2) the students had less interest in a certain
time; (3) some students did not follow the steps of the writing process; and (4) the students still got difficulties in using correct word spelling or mechanic.

Based on the problems encountered above, the researcher made revised plan for the second cycle. The activity was explaining the past tense to the students briefly. The activity was also related to the students’ activity in creating a recount text individually through writing process. The following is the description of those activities:

a. Revised Planning

Before planning the action, the researcher did some activities. Those activities were: 1) designing lesson plan; 2) teaching material; 3) learning scenario; 4) preparing teaching media; and 5) schedule for cycle 2. In this case, the topic was season focusing on recount text. The activity was done in three meetings. In this case, the researcher focused on explaining past tense especially on irregular verb.

1) Designing lesson plan

The researcher made lesson plan for four meetings, three meetings for presentation of guiding writing recount text using picture series and one meeting for post test. Each meeting was 2 x 40 minutes. In this case, the topic was season focusing on recount text. Here, the researcher determined the objective of lesson plan was the researcher guided the students to create recount text based on the picture series provided. This activity included prewriting, writing, revising, and editing. The detail description was as follows:
a) Prewriting

Prewriting is a stage to generate ideas. In this stage, there were two meetings. First meeting was used to mention all vocabularies related to picture series given by the students. The students should identify all things that related to picture series. The vocabularies were in the form of verbal, nominal, adjectival, adverbial, and prepositional. If the students did not know the English version from the words, the researcher allowed them to use Indonesian. Second meeting was used by the researcher to explain about simple past tense and gave the examples to the students briefly.

b) Writing

After mentioning all vocabularies, the students were asked to make free sentences as much as possible based on the vocabularies got in the prewriting stage. Then, the students were asked to arrange and develop the paragraph and the content of recount text with plenty specific details based on the information they had in prewriting activity. At first, they could ignore about the correct grammar, punctuation, or spelling. Therefore, they were able to write a paragraph as much as possible without afraid of making mistakes.

c) Revising

The following stage was revising. The students were asked to revise the rough draft from the writing stage focusing on content and organization, including unity, coherence and logic. The students could ask help from their friends as a proofread.
d) Editing

The last stage was editing. The students were guided by the researcher checked grammar, sentence structure, spelling, and punctuation. After checking the draft, the students were asked to write the final draft.

After conducting the writing process above, the researcher gave the post test another day. The students were asked to make a recount text based on the picture series given. The instruction given was as follows: Write paragraphs of recount text based on the picture series below. The researcher also reminded the students to begin the writing by telling when and where it happened as well as who participated, to write the events and end the story based on the picture series given.

2) Teaching material

The researcher taught the material as well as possible. He planned for four meetings for the first cycle, three meetings for guiding how to write recount text using picture series and one meeting for post test. For the first meeting, he distributed the picture series to the students one by one and then he explained about simple past tense and gave the examples briefly in the first hour and then he asked the students to mention all vocabularies related to picture series provided. For second meeting, he asked the students to write free sentences based on the vocabularies that the students got before, and then the students arranged the free sentences into good paragraph. For the third meeting, he asked the students to revise and edit their work previously.
3) Learning scenario

In this part, the researcher used picture series to improve the students’ ability in writing recount text. It was under consideration that the stages in writing process by using picture series covered mentioning all vocabularies in the picture, making the free sentence by using vocabularies mentioned, arranging free sentences into good paragraph, revising the content, and editing ungrammatical sentences. By doing so, it was hoped that it could solve the students’ problem.

4) Preparing teaching media

In this part, the researcher prepared teaching media suitable to the material. The media was picture series. The picture series was about season. It was used to guide the students in writing recount text. Here, the students had to pay attention to the picture series accurately.

5) Schedule for cycle 2

This cycle contained four meetings. Three meetings for guiding the students how to write recount text using picture series and one meeting for post test 2. Each meeting was 2 x 40 minutes. For the explanation of three meetings, it would be prewriting in the first meeting, writing was in the second meeting, revising and editing were in the third meeting.

b. Acting

The second cycle was principally not quite different with the first cycle action. In this stage, the researcher started the actions which have been formulated in the revised plan. It took 3 meetings. Each meeting was 2 x 40 minutes (80 minutes).
1) First Meeting (Prewriting)
   a) Opening the lesson

   This activity was held on Thursday, 18th May 2010 at 07.00 – 08.20. When the bell rang for the first period or exactly at 07.00 o’clock a.m the researcher went to class alone because the collaborator or the teacher has advised him to open the class in the first hour. He greeted the students “Good morning, students!” and they replied eagerly. After greeting, he then asked their condition and he checked the students’ attendance by saying “How are you today? Who is absent today?” Fortunately, for the first meeting the students were complete. Then, he distributed the picture series as a worksheet with the different topic to the students. While distributing the worksheet, one student asked, “Apa kita menulis lagi sama seperti kemarin, Pak?” then he answered, “Ya, kalian menulis lagi seperti yang kemarin tapi dengan topik yang berbeda”.

   b) Main activity

   Firstly, the students were asked to look at and pay attention more to the picture series. The students should identify all things that related to picture series. Then, the students were asked to mention all vocabularies related to picture series given. The vocabularies were in the form of nominal, verbal, adjectival, adverbial, and prepositional. The researcher allowed the students to use Indonesian if they could not find the words in English. The class atmosphere was very quiet because the students have understood to what has been ordered and they did quickly. When they finished their task in mentioning the vocabularies, he asked the students to pay attention him in front of the class because he would explain about
simple past tense. Secondly, the researcher explained Past Tense and gave the examples to the students briefly. He asked the students, “Apakah kalian sudah tahu mengenai simple past tense dan rumusnya?” then the students answered, “Sudah pak tapi belum begitu paham dengan kata kerja yang tidak beraturan.” The students listened to the explanation’s researcher enthusiastically. First step, he explained about simple past tense briefly and gave the examples of simple past tense. After he explained briefly, then he asked one of the students to put one sentence of simple past tense on the whiteboard. After getting more explanation about simple past tense, the students would understand about it. Then, he gave another example of simple past tense from the series of the picture. He asked the students again whether the lesson has been understood or not yet. However, the researcher still confused to the students of understanding simple past tense. Therefore, it would be reflected in the next meeting.

c) Closing the lesson

When the bell rang, the researcher ended the class by saying good bye and assalamu’alaikum. However, before closing it, he reminded the students to study hard and to memorize what has been taught today. He told it in Indonesian. “Anak-anak jangan lupa untuk belajar dirumah. Apa yang sudah kita pelajari hari ini harus diingat-ingat karena pada pertemuan selanjutnya saya akan menanyakan tentang simple past tense itu lagi, faham?” then the students answered, “Iya pak”. Then the researcher closed the class. “Thank you for your attention. Good bye, see you later, Assalamu’alaikum” The students replied him,”Wa’alaikumusalam”
2) Second Meeting (Writing)

a) Opening the lesson

This activity was held on Wednesday, 19th May 2010 at 09.55 – 11.15. What researcher did in this part was not too different to the activity in the first meeting. The bell rang exactly at 09.55 o’clock a.m. He greeted the students “Good morning, students!” and they replied enthusiastically. After greeting, he then asked their condition and he checked the students’ attendance by saying “How are you today? Who is absent today?” Fortunately, all of the students were complete. He asked the students, “Apakah masih semangat untuk belajar hari ini?” then the students replied enthusiastically, “Masih, Pak”. Before the lesson began, he reflected to the previous lesson that has been explained and done by them. The researcher asked the students, “Have you still remembered the previous lesson yesterday?” then the students answered, “Yes, sir”.

b) Main activity

Firstly, he reflected to simple past tense explained in the previous meeting. He asked to a busy student to make an example of past tense. Because of his example was incorrect, the researcher explained and gave the example again. Then, he distributed the worksheet to the students that was collected in the first meeting. After the students got the worksheet one by one, the researcher asked the students to make free sentences based on the vocabularies that they got from analyzing the picture. There were many students understood to what has been ordered yet because it was ever done in the previous meeting or cycle. While they were doing their work, he walked around the class to see their work of making free sentences.
After making free sentences as much as possible based on the vocabularies analyzed from the picture series, then the students were asked to arrange and develop their free sentences into paragraph of recount text based on the picture series. The students were allowed to use dictionary to find some words that the students did not know. The students still focused on the arrangement of sentences and further organize into paragraph. Here, the students didn’t feel so difficult because this activity was ever done in the previous meeting too. They could do the task correctly and accurately.

c) Closing the lesson

In this part, the researcher ended the class by giving the student chance to ask question, saying good bye, Assalamu'alaikum and asked the students to collect the worksheet again. However, before closing it, he gave the students chance to ask question by saying, “Any question?” the student replied, “No, sir”. He reminded the students to study hard and to memorize what has been taught by saying, “Ingat, jangan lupa belajar dirumah dan pelajaran hari ini tolong diingat-ingat dan dipahami”. Then the students answered, “Ya, Pak”. Then, the researcher closed the class by saying, “Assalamu’alaikum”

3) Third Meeting (Revising and Editing)

a) Opening the lesson

Revising and editing stage was covered in the third meeting which was held on Thursday, 4th May 2010 at 07.00 – 08.20. It was attended by the researcher and 34 students. One student was absent. She was Ika Fransiska. What researcher did
in this part was not too different to the activity in the previous meeting. The bell rang exactly at 07.00 o’clock a.m. He greeted the students “Good morning, students!” and they replied enthusiastically. After greeting, he then asked their condition and he checked the students’ attendance by saying “How are you today? Who is absent today?” Unfortunately, one student was absent. Before the lesson began, he reflected to the previous lesson that has been explained and done by them. There were making free sentences based on the vocabularies analyzed and arranging free sentences into good paragraph based on the picture series. Then, the researcher asked the students, “Have you still remembered the previous lesson yesterday?” then the students answered, “Yes, sir”. Then, he distributed the worksheet to the students that was collected in the previous meeting.

b) Main activity

In this stage, the activity was divided into two parts. There were revising and editing the previous task. The students were explained about the task that must be done. In the first part, the students started to check the content and organization of a recount text they made based on the picture series. The class atmosphere was crowded when one of the students come late to attend the class. After I asked them to be quiet, they continued to do the task. During the checking, the researcher walked around the class and saw the students’ worksheet. He also asked the students problems faced during the writing process. After the students checking the content and organization of the text, they continued to check the grammar, spelling, punctuation, and mechanic of the text. In order the students and the researcher easy in checking their writing. Here, the researcher asked the
students to use a guideline to check their work by saying, “Anak-anak, periksalah pekerjaan kalian dengan menggunakan pedoman yang telah diberikan” Then the students answered, “Iya, pak.” The guideline as follows:

1. Have you given the information about who, where, and when at the beginning of your recount?
2. Have you arranged the events based on the picture series?
3. Have you used time conjunctions?
4. Have you used action verbs in the past tense?
5. Have you used full stops at the ends of sentences?
6. Have you used capital letters for proper nouns?
7. Have you checked your spelling?

After checking the students’ writing, the researcher asked the students to write the final draft on the space provided. The final draft was better than the previous draft.

c) Closing the lesson

In this part, the researcher ended the class by giving the student chance to ask question, saying good bye, and assalamu’alaikum. However, before closing it, he gave the students chance to ask question by saying, “Any question?” the student replied, “No, sir.” He reminded the students to study hard and to memorize what has been taught by saying, “Ingat, jangan lupa belajar dirumah dan untuk pertemuan selanjutnya kita ada tes menulis recount text lagi berdasarkan picture series, sama seperti apa yang sudah kita pelajari sebelumnya ini.” Then the students answered, “Ya, Pak.” Then, he closed the class by saying, “Assalamu’alaikum”

Finally, after conducting and guiding the students in the writing process using picture series, the researcher gave posttest. The posttest was held on Wednesday, 26th May 2010 at 09.55 – 11015. The researcher opened the class and gave
instruction that there was writing test. There were not any students absent at that time. Therefore, all students could join the test. The students were asked to make a recount text based on the picture series. The instruction given was as follows: Write paragraphs of recount text based on the picture series below! The teacher also reminded the students to begin the writing by telling when and where it happened as well as who participated, to write the events and end the story based on the picture series given.

c. Observing

The stage of observation was done in order to know the effect of action in cycle 2 to solve the students’ problem in writing. The techniques used were questionnaire, students’ diary, interview, document analysis, and writing test. Based on the observation in cycle 2, it was found that there were some result could be noted down. They were (1) the improvement of students’ ability in writing recount text; (2) the improvement of teaching learning situation; and (3) the improvement of students’ personal competence. The improvement also could be seen from the result of students writing test in the second cycle on the following table:
Table: 6. Posttest scores of cycle 2 from the first and the second corrector:

<table>
<thead>
<tr>
<th>No</th>
<th>Level</th>
<th>First Corrector</th>
<th>Second Corrector</th>
<th>Mean of inter-rater</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Highest score</td>
<td>92</td>
<td>93</td>
<td>92.5</td>
</tr>
<tr>
<td>2.</td>
<td>Average score</td>
<td>76.97</td>
<td>76.37</td>
<td>76.67</td>
</tr>
<tr>
<td>3.</td>
<td>Lowest score</td>
<td>58</td>
<td>56</td>
<td>57</td>
</tr>
</tbody>
</table>

Table: 7. Computation for passing grade in cycle 2

<table>
<thead>
<tr>
<th>No</th>
<th>Explanation</th>
<th>Passing Grade</th>
<th>Number of students</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Corrector</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Corrector</th>
<th>Mean</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Score above passing grade</td>
<td>67.5</td>
<td>30</td>
<td>28</td>
<td>29</td>
<td>83%</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Score below passing grade</td>
<td>67.5</td>
<td>5</td>
<td>7</td>
<td>6</td>
<td>17%</td>
<td></td>
</tr>
</tbody>
</table>

From the table above, it could be concluded that there were 83% students who fulfilled the passing grade while the rest, 17% students still did not pass the passing grade. It means this study could be said successful because more than 80% of students could fulfill the passing grade.

The brief explanations of the improvement in cycle 2 are as follows:
1) The improvement of students’ ability in writing recount text

Based on the observation in cycle 2, it could be seen that the students’ ability improved in mastery writing recount text, the content, the organization, vocabulary, language use, and also mechanic.

There were improvements in mastery recount text, the content, the organization, and also vocabulary in cycle 1. This improvement’s aspect in cycle 1 was also followed in cycle 2. The improvement of mastery writing recount text, the content, the organization, and vocabulary were also improved in cycle 2 significantly. Besides, the weaknesses in cycle 1 that were language use and mechanic were also improved. Language use and mechanic had significant improvement in cycle 2. The description of the improvement of language use and mechanic were as follows:

Firstly, the students made a quiet good progress in grammar. After they got explanation about simple past tense briefly, they were able to use nominal and verbal sentences of simple past tense correctly. They also used time signal and transitional conjunction to make their writing readable. It means the students had more progress in grammar especially on the use of simple past tense. As the students gave response on their questionnaire as follows:

- “Simple past tense lebih jelas.” (A.28)
- ”Ada lebih banyak peningkatan kosa kata, pemenggalan kata dan kapan kalimat itu menggunakan past tense atau tidak dalam penulisan paragraf. “(A. 32)
- “Penggunaan simple past tense lebih mudah.” (A. 13)
Secondly, the students also made a progress in using mechanic. After they got the explanation and guideline to check and revise their work, they could do their writing correctly. They revised and edited their work by seeing the guideline given and it would be guided by the researcher. As one student said on questionnaire:

“Ada, yaitu ejaan kata dan kosakata saya lebih meningkat dalam menulis recount text berdasarkan gambar berseri.” (A. 10)

2) The improvement of teaching learning situation

The implementation of picture series could carry out the students into better teaching learning situation. The students were trained to create recount text through some process. By following the steps of process writing the students were happy and felt easy in learning English focusing in writing. The teaching learning process did not focus on product oriented approach but it focused on process oriented approach in which the teacher guided the students in the process of writing in order to make a good final draft. As stated by the students as follows:

- “Saat ini saya senang karena bisa mempelajari recount text karena sebelumnya saya belum bisa membuat recount text. Jadi berkat Pak Luqman saya bisa mendalami semua kosakata yang belum saya ketahui.” (A. 17)

- “Hari ini saya senang sekali karena saya diajari menulis recount text. Sebelumnya saya tidak bisa menulis recount text sama sekali.” (A. 30)

Besides, the classroom situation was more alive, because there was a life communication between the teacher and the students interactively. It happened in explaining past tense and giving examples. When the teacher asked question about past tense, the students answered the question enthusiastically. But, there was one
student who made a noisy when the lesson was applied in a classroom. Nevertheless, the student was soon calm when the researcher asked him to be quite and paying more attention to the lesson.

3) The improvement of students’ personal competence

They made good improvement in their personal competence. The improvement of this aspect were students’ interest and student’ self confidence. The detail description was as follows:

Firstly, the students felt motivated in joining the teaching learning process. They felt very happy especially with the activity that never did before. In the teaching learning process, the teacher could bring the situation of learning become more alive. As could be seen in the students’ diary in the following:

- “Hari ini saya mendapat tugas untuk membuat recount text. Saya sangat senang karena membuat recount text dengan menggunakan picture series yang telah diberikan. Karena dengan menggunakan picture series lebih mudah menemukan kosakata yang terdapat dalam gambar dan dapat mengetahui peristiwa, kejadian dan keadaan yang terdapat dalam gambar.” (A. 13)

- “Saya sangat senang karena saya sekarang bisa menulis recount text. Ternyata menulis recount text mudah dan sangat menyenangkan. Dulu saya tidak bisa menulis recount text, tetapi setelah diajarkan oleh Mas Luqman saya jadi mengerti.” (A. 11)

Secondly, the students felt more confidence with their writing although their writings were still imperfect. They felt satisfied because they could create their own recount text. They had chances to express their ideas in writing. Considering with this condition, it seemed that the students had self confidence and appreciated with their creativity. As one student said on his diary:
“Hari ini saya kehilangan sepeda tapi saya mau belajar recount text dan bisa mengerjakan Bahasa Inggris dan hati saya senang kembali.” (A. 07)

d. Reflecting

This was the final stage of the second cycle which was also the final cycle in this study. Based on the collaborative observation, the result of interview, questionnaire, and students’ diary the researcher could give the reflection to what had been implemented in cycle 2. There were two important aspects noted from the observation. They were (1) the result implementation of picture series; (2) the recommendation. The detail description was as follows:

1) The result implementation of picture series

It has been stated in the previous cycle that the result of the implementation of picture series are: (1) the improvement of students’ ability in writing recount text; (2) the improvement of teaching learning situation; (3) the improvement of students’ personal competence. The brief description was as follows:

First, the implementation of picture series could improve the students’ ability in writing recount text. It can be seen from the improvement of mastering writing recount text, the content, the organization, language use, vocabulary, and also mechanic. Those aspects were related to writing’s indicator. By writing recount text using picture series, the aspects in writing such as the content, the organization, vocabulary, language use, and mechanic to be more understandable in creating the sentences, develop the ideas and adding the new vocabularies.

Second, the implementation of picture series could carry out the students into a better teaching learning situation in which they were guided to create a text
through some processes. The researcher did not focus on the product but he focused on how the process of creating the product. They could interact with each other, ask help and suggestion. They also had chance to consult with the teacher about their writing. Here, the students also followed the stages on the writing process. By doing so, they became familiar with the process writing which came into understanding that creating a text was not from a single draft but it could be many drafts as long as the draft could reach into a good final product. By writing recount text using picture series, the students could enjoy the lesson and the classroom situation was more alive because there was communication among students and between students-teacher. The students could consult their writing to their teacher and they could also revise their writing with their friend. Because writing recount text passed many process. There were prewriting, writing, revising, and editing. In revising and editing process, the students could make interaction with the others.

Third, the students highly interested in the writing process which they had never experienced before. They learned something new. Therefore, they felt that it was very exciting and useful experience for them. Picture series didn’t limit the students to express their ideas in their own text. They can express their ideas based on the picture series and it made them felt more confidence with their writings although their writings were still imperfect. They felt satisfied in writing recount text based on the picture series given. The students had also self-confidence to increase their ability in writing. The students tried to make a better writing by practicing. They also were not lazy and sad to do the task given. They
often did the task even they got problem in their daily activity. They have many
confidences to do their writings to open the dictionary to look up for the
appropriate words and expression, to ask their friend to proofread their writing,
and to have consultation with the teacher for getting suggestions. Those activities
were done by the students in order to make their writing become better.

2) Recommendation

Based on findings explained above, it is suggested that when implementing
picture series in writing recount text, there should be some conditions as follows:
(1) the motivated teaching learning situation must be kept; (2) good interaction
among students and students-teacher must be kept; (3) there should be enough
time for completing the writing task especially for the low achievers; (4) there
must be regular writing practice to make perfect.

Cycle 2 was the last cycle in this research which was under consideration that
this research was regarded successful. The successful of the research based on the
criteria of success formulated in chapter 3. One of indicators of success was that
80% of students could achieve at least the passing grade of writing skill for
English lesson that was 67.5. In the end of cycle 2, 83% of students could achieve
the passing grade. Therefore, this research was categorized successful.

C. Discussion of Research Findings

This part of this chapter has provided the overview of research findings the
implementation of picture series to improve the students’ ability in writing
recount text. The research findings show some important points as follows: (1) the
improvement of students’ ability in writing recount text; (2) the improvement of teaching learning situation; and (3) the improvement of students’ personal competence. The brief explanation was as follows:

1. **The improvement of Students’ Ability in Writing Recount Text**

   The implementation of picture series can improve students’ ability in writing recount text. Picture series deals with writing process which is a process of organizing ideas and creativity the text through picture series. Related to writing skill, it is one of the important skills and has many benefits in life. Graves (in Muhson, 2008) states that the benefits of writing are: (1) writing improves the intelligent, (2) writing develops initiative and creativity, (3) writing develops bravery, and (4) writing can support the willing and ability to collect information.

   According to 2006 curriculum, the students are expected to be able to create many kinds of functional text and monolog in the form of procedure, descriptive, recount, narrative, and report. The text created should consist of grammatical sentences, acceptable expressions, and culturally acceptable in the English culture. It means that the students should be able fulfill the elements of writing including content, organization, grammar, vocabulary, and mechanics. In addition, Nunan (1998: 37) states successful writing involves:

   a. Mastering the mechanics of letter formation;
   
   b. Mastering and obeying conventions of spelling and punctuation;
   
   c. Using the grammatical system to convey one’s intended and meaning;
   
   d. Organizing content at the level of the paragraph and the complete text to reflect given/ new information and topic/ comment structures;
e. Polishing and revising one’s initial efforts; and

f. Selecting an appropriate style for one’s audience.

To achieve the purpose above, picture series can be implemented in writing recount text. The students start by generating ideas through mentioning vocabularies related to picture series. Then, they put their vocabularies down into sentences. They organize the sentences into paragraph. They have chance their writing by sharing with friends and teacher.

There are some indicators which there are improvements of students’ ability in writing recount text:

a. In writing recount text, the students could organize the writing well starting from giving title, starting the orientation, writing the events in the order they happened, and starting the re-orientation based on the picture series given;

b. The students could develop their ideas and giving supporting details based on the picture series;

c. The students tried to minimize grammatical mistakes by checking and asking help from the teacher;

d. The students tried to use appropriate words and checking the correct spelling in dictionary;

e. The students tried to use appropriate punctuation by starting the sentences with capital letter and ending the sentences with dot; and

f. The students’ writing score improve from cycle to cycle which can be seen on the following table.
Table: 8
Computation of posttest scores from preliminary observation, cycle 1, and cycle 2

<table>
<thead>
<tr>
<th>No</th>
<th>Level</th>
<th>Preliminary Observation</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Highest score</td>
<td>73</td>
<td>76</td>
<td>92.5</td>
</tr>
<tr>
<td>2</td>
<td>Average score</td>
<td>52.65</td>
<td>64.85</td>
<td>76.67</td>
</tr>
<tr>
<td>3</td>
<td>Lowest score</td>
<td>35</td>
<td>52</td>
<td>57</td>
</tr>
</tbody>
</table>

Table: 9
Comparison the number of students achieve the passing grade

<table>
<thead>
<tr>
<th>No</th>
<th>Explanation</th>
<th>Passing Grade</th>
<th>Preliminary Observation</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Score above passing grade</td>
<td>67.5</td>
<td>3</td>
<td>17</td>
<td>29</td>
</tr>
<tr>
<td>2</td>
<td>Score below passing grade</td>
<td>67.5</td>
<td>32</td>
<td>18</td>
<td>6</td>
</tr>
</tbody>
</table>

From the table above, it could be concluded that there were 83%, 29 students who fulfilled the passing grade while the rest, 17%, 6 students still did not pass the passing grade. It means this study could be said successful because more than 80% of students could fulfill the passing grade.
Based on the explanation above and analyze the indicators seen in the implementation of picture series in writing recount text, it could be concluded that the implementation of picture series improved students’ ability in writing recount text.

2. The improvement of Teaching Learning Situation

The implementation of picture series can improve the teaching learning situation effectively. The teacher who uses picture series will not stress on the students final product. On the other hand, the teacher focuses on process writing in the teaching learning process.

The teaching-learning process uses picture series can be seen from the implementation of process writing including prewriting, writing, revising, and editing. The first activity is prewriting. Prewriting includes everything that the students do before writing. It is the stage where the students collect and mention all vocabularies related to picture series given. The second activity is writing. The teacher guides the students to organize their vocabularies into sentences and further organize into paragraph related to the events of picture series. During this stage, the students are allowed to ignore the grammatical mistakes in order that they focus on the content and express their ideas based on the picture series. The next stage is revising. The students are asked to revise the rough draft from the writing stage focusing on content and organization. The students ask help from their friend as a proofread. The last stage is editing. The students guided by the
teacher check grammar, sentence structure, spelling, and punctuation. After checking the draft, the students were asked to write the final draft.

Dealing with the process writing itself, the teacher led the students to follow the stages on the writing process started from prewriting, writing, revising, and editing. During the process, the teacher gave clear instructions. The teacher followed the stages of the writing process. The following are the indicators that the teacher implemented picture series in teaching writing recount text to improve the teaching learning situation:

a. The teacher led the students to have warming up activity;

b. The teacher led the students in mentioning vocabularies through prewriting activities;

c. The teacher tried to check the students' worksheet and monitored their activities maximally;

d. The teacher gave list guidance to help them to check their own writing. In addition, the teacher also helped them checked their writing by walking around the class and came close to the students; and

e. The teacher asked the students problems and tried to solve them.

Therefore, it could be concluded that the picture series could be implemented effectively in teaching writing recount text if the teacher could manage the class well, follow the stages on the writing process, and bring the students to condition of what a writing class should be like. The students could clarify his written text and rewrite it to make it more reader-based. In this case, the role of the teacher was to control the process and allow the students to interact freely.
Referring to the teaching learning process, the teacher has responsibility to make a good teaching learning process. Based on Permen No. 19, 2007 about class management, it states that every teacher has responsibility toward the quality teaching learning process for each subject in order the learners are able to:

a. Improve their curiosity;
b. Achieve the learning success consistently based on the purpose of education;
c. Understand the development of knowledge and the ability to look for the source of information;
d. Develop the information into knowledge;
e. Use the knowledge to solve the problem;
f. Communicate the knowledge to other; and
g. Develop the self learning and group learning with the natural proportion.

Based on the research findings, it could be summarized how the picture series is implemented:

a. The teacher should explain what picture series implemented through writing process and its activities as clearly as possible;
b. The teacher should give model before applying;
c. The teacher should be able to explain good prewriting technique to the students. The explanation will influence to the successful of students in collecting and mentioning all vocabularies related to picture series.
d. Doing revising and editing are not easy for students since they still did not master on them. However, the teacher has to keep on giving chance for them to do it as long as the teacher still guides and monitors them;
e. The picture series or media of writing recount text should be in accordance with the topic, the students’ level and basic competence that must be achieved by students. It is in order to make easy for them to do the writing without afraid of making mistakes and stuck in getting ideas; and

f. In a big class, the teacher should organize the class well especially when checking the students’ writing. If it is small class, the consultation can be done in the teacher’s desk. On the other hand, if it is a big class, it can spend plenty of time if the students come into the teacher’s desk. Therefore, it is better if the teacher walks around the class and check the students’ writing on the students’ desk.

3. The improvement of Students’ Personal Competence

The implementation of picture series can improve the students’ personal competence. In this study personal competence refers to some indicators such as students’ interest, self-confidence, self-motivation, and optimism. First, students’ interest to the writing increases when they are guided to write recount text by using picture series through the writing process. They felt happy and easy to understand to write recount text by implementing the picture series.

Second, self-confidence is a strong sense of one’s self-worth and capabilities. In this study, the students felt more confidence with their writings although their writings were still imperfect. They felt satisfied because they could create their own recount text based on the picture series.
Third, it could be seen that the students felt motivated in joining the teaching learning process. They felt very happy especially with the activity that they never did before. They were actively involved in the teaching learning process. In the teaching learning process, the teacher could bring the situation of learning become alive.

Fourth, the students tried to accomplish their writing as soon as possible. The students felt optimism that they could finish their writings. They were very happy followed the stages on the writing process. They believed by following the stages on the writing process they could make good writing.

Based on the explanation above, it is important for the teacher to make the situation in the classroom more alive, so students have positive attitudes in the teaching learning process. White and Arndt (1997: 5) state that the important roles of the teacher are: (1) to engage the students in the creative process; (2) to excite the students about how their texts are coming into being; (3) to give the students insights into how they operate as they create their work; and (4) to alter their concepts of what writing involves. By implementing picture series, the students will realize that the writing process becomes a process of discovery new ideas and new language forms to express those ideas. It also made the students aware that it is very useful to improve their writing ability.
CHAPTER V

CONCLUSION, IMPLICATION, AND RECOMMENDATION

A. Conclusion

Based on the findings in implementing picture series in teaching of writing recount text, the researcher present conclusion viewed from some dimensions; students’ writing ability, teaching learning process, and students’ responses toward the implementation of picture series. The brief conclusions are as follows.

First, the picture series can improve the students’ ability in writing recount text. The writing ability includes the mastery of developing and organizing ideas in written form, using correct grammatical sentences, selecting appropriate words and expressions, and mastering and obeying conventions of spelling, punctuation, and mechanics. Those elements of writing can be achieved through the practice of writing especially using picture series. From the research it could be seen that the students could improve their ability in writing recount text from cycle to cycle.

Second, picture series could be implemented effectively in teaching writing recount text by using these procedures: (1) Explain what picture series implemented through writing process and its activities as clearly as possible; (2) Give model before applying; (3) Explain good prewriting technique; (4) Conduct revising and editing; (5) Choose the picture series which in accordance with the topic, the students’ level and basic competence; and (6) Manage the class well.
In addition, the teacher should bring the students to conditions of what a writing class should be like, monitor the students’ progress, and follow the stages on the writing process. The writing process includes prewriting, writing, revising, and editing. The first activity is prewriting. Prewriting includes everything that the students do before writing. It is the stage where the students collect and mention all vocabularies related to picture series given. The second activity is writing. The teacher guides the students to organize their vocabularies into sentences and further organize into paragraph related to the events of picture series. During this stage, the students are allowed to ignore the grammatical mistakes in order that they focus on the content and express their ideas based on the picture series. The next stage is revising. The students are asked to revise the rough draft from the writing stage focusing on content and organization. The students ask help from their friend as a proofread. The last stage is editing. The students guided by the teacher check grammar, sentence structure, spelling, and punctuation. After checking the draft, the students were asked to write the final draft.

Third, there were positive responses from the students when the picture series was implemented. They had students’ interest, self-confidence, self-motivation, and optimism which are categorized into personal competence. Students’ interest to the writing increases when they are guided to write recount text by using picture series through the writing process. They felt happy and easy to understand to write recount text by implementing the picture series. In addition, the students had self-confidence to increase their ability in writing recount text. Self-confidence is a strong sense of
one’s self-worth and capabilities. In this study, the students felt more confidence with their writings although their writings were still imperfect. They felt satisfied because they could create their own recount text based on the picture series. The students also felt motivated in joining the teaching learning process. They felt very happy especially with the activity that they never did before. They were actively involved in the teaching learning process. In the teaching learning process, the teacher could bring the situation of learning become alive. The students tried to accomplish their writing as soon as possible. The students felt optimism that they could finish their writings. They were very happy followed the stages on the writing process. They believed by following the stages on the writing process they could make good writing.

B. Implication and Recommendation

The research findings of this study imply that the use of picture series is very important in the teaching writing recount text to improve the students’ writing ability. It is based on the fact that the implementation of picture series can effectively improve: (1) the students’ writing ability; (2) the teaching learning situation; and (3) students’ personal competence.

After knowing the essential of picture series to improve the students’ ability in writing recount text, the researcher gives some recommendations to the English teacher, the students, the institution, and the other researcher.
First, the teachers are expected to pay more attention to the students’ problem. The teachers have to realize that the students’ writings are the evidence of how learners employ the target language. Therefore the teachers are expected to bring the students to condition of what a writing class should be like. The writing class should bring the students into chance where they are able to revise what they have written. They also get feedback from what they have written. The role of the teacher is very important to provide a good teaching learning situation. The teacher can be a facilitator, motivator, and evaluator in the teaching learning process. Therefore, the teacher should provide good teaching learning situation. In this case, it is recommended to use picture series in the teaching of writing recount text. It is under considering that the picture series deals with the process writing in which stressing on the process of creating a text through some stages including prewriting, writing, revising, and editing.

Second, the students are expected to have more practice in writing. They are expected to follow the stages on the writing process including prewriting, writing, revising, and editing. They also recommended practicing writing not only after getting task from the teacher at school but also from their own initiative to practice writing at home. By having more practicing in writing they will get benefits in the future.

Third, it is suggested for the institution to provide good teaching learning facilities. The institution should prepare place where the students feel comfortable and enjoy their learning. To optimize learning, it is better to limit the number of
students in a class. This is based on the belief that the bigger the class, the less opportunity for the learners to interact with their friends and their teacher. Despite the fact that it is always possible to optimize student-student interactions in a big class through pair work or small group or other classroom management techniques. It is harder for the teacher to get to know the students personally if the class is too big. This small class guarantees effective progress monitoring.

The last recommendation is addressed to the other researcher to conduct further studies in different areas and topics. The further studies that are going to be conducted should be based on the difficulties faced by the learners which can be from any language skills and elements.
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